SAFETY Education

OCTOBER
1954

Two Sections · Section One

HALLOWEEN HI-JINKS
—See Page 19

(teacher: please read to class)

CAN YOU NAME ME?

I'm the monkey who appears on your school poster every month.

I'd like a name. The National Safety Council thinks I should have a name. So it has set aside October as NAME THE MONKEY MONTH. During this month the Council wants all elementary school boys and girls to think of short, snappy names for me. The boy or girl (or class) which thinks up the best one will have his picture published in this magazine (next February when the best name is announced) along with a picture of his teacher. What's more, he'll earn for his school room an original, "autographed" painting of me, the monkey, framed and ready to hang on the wall.

All you have to do is think of a short name for me. You print this name on the back of a postcard, with your name, age and grade, your teacher's name, and your full school mailing address.

Be sure to write on the front of the card:

MONKEY
NATIONAL SAFETY COUNCIL
425 North Michigan Avenue
Chicago 11, Illinois

That's all there is to it. Full rules are printed below for your teacher to look over.

You can try to name me if you are between 5 and 12 and are in kindergarten up to grade 6 of any public or private school in the U.S. or Canada.

Or your entire class can decide on a name and send it in as a group.

Either way, thinking of a name for me should be easy . . . and fun! So send in your postcard this week . . . before October 31!

COMPLETE RULES FOR NAMING PERIOD

1. Naming period is October 1 through 31.

2. Names sent in should be original, short, and meaningful for safety.

3. Names should be printed on a postcard . . . ONLY ONE TO A POSTCARD . . . and addressed to MONKEY, National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. No explanatory material need be added.

4. The postcard should also show the name of the student, his age and grade, his teacher's name, and the full school mailing address.

5. The entry must be postmarked on or before October 31, midnight.

6. All boys and girls from 5 to 12 in U.S. and Canada public and private elementary schools, kindergarten through grade 6, are eligible to send in as many names as each likes during the period.

7. Classrooms, kindergarten through grade six, may also send in names (as groups) during the period.

8. Names will be judged by a committee composed of the editor of SAFETY EDUCATION Magazine, staff members of School and College Division, NSC, and authors of elementary lesson units. Their decision will be final. In case of duplicate winning names, the entry with the earliest postmark will receive the recognition.

9. The best name will be announced in the February issue of this magazine. At the same time the child or class submitting it will be pictured. A picture of the teacher of the child (or class) will also appear.

10. An original "autographed" and framed painting of the safety monkey in action will be sent to the classroom of the child or class submitting the best name.

11. All names submitted become the exclusive property of the National Safety Council.

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SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIV No. 2 Section One

Alice M. Robison, *Editor*

H. W. Champlin, *Advertising Manager*

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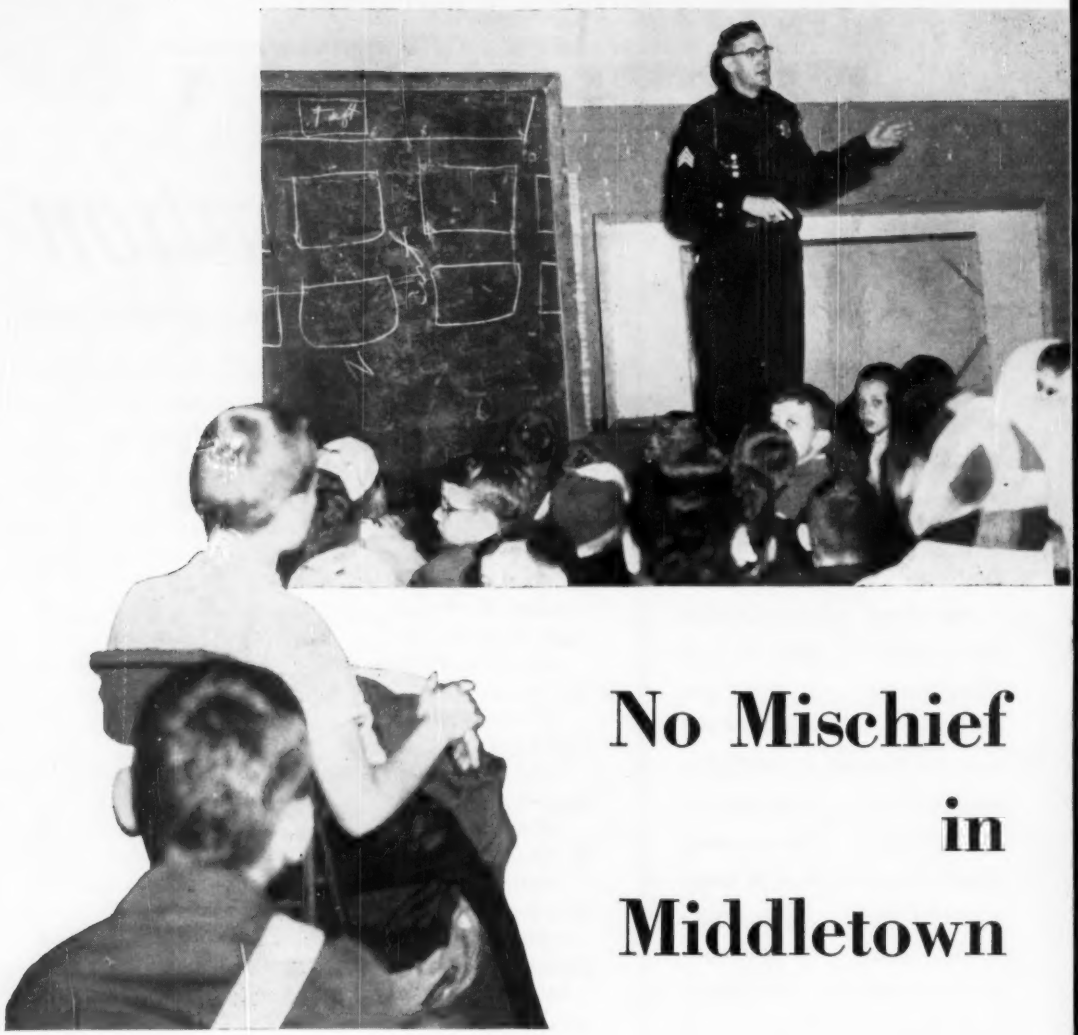


No Mischief in Middletown

Boy and girl patrols will sometimes be—boys and girls, full of the stunts and playfulness so often characteristic of young people their age. But a training program in Middletown, Ohio, sponsored by a local civic organization, has put school patrols on good behavior and kept them there.

by Paul E. Wilson
Director
Middletown Safety Council
Middletown, Ohio

MIDDLETOWN (as you might deduce from our name) is an average midwestern American city of approximately 40,000 persons. It doesn't necessarily follow that our experience with school patrols will be identical to yours. But boys and girls are pretty much alike all over the country. And if you've had a problem of patrol behavior, you may be interested in the way we handled one here.

There are three parochial and 11 public elementary schools in our city, with some 200 sixth grade boys and girls serving as members of the patrol. Five years ago these youngsters were being criticized by the public. Motorists passing a school zone would report they had observed our patrols wrestling while on duty,

swinging from tree limbs by their Sam Browne belts, chasing other students . . . and generally committing various stunts that reflected poor supervision and lack of training.

At this point the Middletown Safety Council contacted local AAA officials, the police department and members of our own council school division to determine if a training program could be set up. All eagerly endorsed such a proposal. This was fine . . . except that the job of building an incentive program which would have high appeal to each member of the patrol was difficult in view of the limited budgets on which both the Safety Council and the Automobile Club had to operate.

Fortune was with us. The day following our discussion of the problem and the hoped-for training program the president of the Sertoma Club called at our office. He wanted to know if we had a project his local service organization could promote or sponsor. Not just a one-time activity, please, but something more permanent in nature . . . some project which would not only give his group a great deal of personal satisfaction in the doing but which would also be essential to the civic welfare and safety of the community.

At left: Sgt. Harold Gray of the Middletown police instructs would-be patrols in a course covering six weeks. Below: Sgt. Gray, student patrol captain Robert Zuelke, Paul Wilson of the Middletown Safety Council, and Vincent Sisson, president of the local Sertoma Club, look over new patrol coats before presentation.

The discussion centered quickly on the patrol training program and today the Middletown Sertoma Club spends over $750 annually on equipment, awards, banquets, and entertainment for our school patrols.

Far more important than the awards and banquets however is the resulting training program. This program, under the tutelage of Sgt. Harold Gray of the Middletown police, covers a period of six weeks, one hour a week. The would-be patrols are taught about care and protection of equipment, behavior on the post, how students should be chaperoned at crossings, safety in the home, and patrol organization and leadership. Finally, they face an exam on which each student must rate B-plus or higher in order to be accepted for patrol duty.

It is the intention of the training program not just to turn out patrols who will do a good job at school corners but rather to direct young people into a pattern of constant good citizenship. One question asked by Sgt. Gray during the lecture on home safety is indicative: "How many of you have a grandparent or elderly relative in your home, whom you help in climbing or descending stairs, crossing the street, getting into or out of an auto?" The following discussion points out to the young patrols that their responsibility for safety and well being of others does not cease when they leave the school neighborhood.

Neither does supervision cease when the six week training program is over. The president of the Sertoma Club selects representatives from his organization, assigns each man as a follow-up supervisor at various schools. Each supervisor will contact several school patrol captains before school opens, remind each of them of the principles which may have been forgotten during the summer vacation and which, if applied, will help the captain to do a better job during the year ahead.

Throughout the year, regular meetings (on the last Thursday of each month) provide further chance for supervision and checkup. At these meetings Sgt. Gray reviews patrol activities, checks the record books of patrol captains, presents movies on school patrol work. Often a comedy will be added to the film presentation . . . a "plus" for the young people who are giving extra effort for the safety of their fellow students.

Selection of the captain of any school patrol is by popular vote among the patrolmen. But Sgt. Gray gives words of advice before the election, suggesting that each patrol cast his vote with utmost care, keeping in mind that he will be taking orders from the elected captain throughout the months ahead. Patrols are instructed that their captain should have evident leadership qualities and that he should be a good student who can keep his records (on

Please turn the page

Continued from previous page

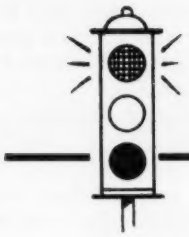
them) both neatly and legibly.

Thus the boys and girls themselves help to set up a system which furthers their good behavior. But the Sertoma Club invests in other incentives as well. One of these is their annual award of an engraved gold wrist watch to the outstanding boy or girl patrol of the year. In order to qualify for this award a patrol must attend all training sessions, must not be absent from or tardy at his post throughout the year. In addition the winning patrol member must contribute an essay, slogan or some other tangible form of his interest in the program. The criterion of value for his contribution is the amount of interest it generates in patrol work.

During the course of the year the patrols enjoy a day of freedom from school. On that day they may, for example, visit Crosley Field to see the Cincinnati Redlegs in action. In addition, patrols are invited guests of the High School Athletic Association at a football and basketball game each year. Climax of the year's incentive program is the annual banquet sponsored by the Sertoma Club, when each patrol receives a small silver lapel pin from the local AAA for his or her service during the year.

Our program has now been in effect for five years. In that period there has not been a single injury to any student going to and from school. In addition . . . and this is a measure of to what degree the patrol system is now accepted by the community . . . each year we have to turn down several groups and individuals in the town who are anxious to get on the patrol bandwagon as a co-sponsor. Moreover, mothers no longer call us to express anxiety that little Johnny or Mary may not be getting the safety care she thinks he or she should have.

In other words, the school patrol of Middletown, Ohio, has made the citizens of the community proud of its daily work. But this has happened because a number of individuals in the community and one local civic group was willing to work with the schools to install a training program and improve incentives among the youngsters involved. We believe that any community anywhere can cooperate with the schools for similar results. And if you have been having trouble getting help from local agencies in your town, show them this article. Tell them for us that doing away with mischief on the Middletown patrols has been fun . . . and has given us all the satisfaction of accomplishing a seemingly difficult task in a progressively successful fashion●



Teach

This unit on traffic safety for the first grade is complete from planning through post-tour tie-in. There's even a full size pattern for a bulletin board traffic light which sixth graders can make for their younger school fellows, thereby re-learning traffic principles the first graders are hearing for the first time.

Developed by:
David L. McCooe, Jr.
Supervisor
Dept. of Health, Safety and Phys. Ed.
New Albany City Schools
New Albany, Indiana
and the First Grade Teaching Staff

ONE of the first and finest opportunities you will have for teaching good safety habits occurs during the first semester of the first grade in the elementary school. The opportunity comes through an educational safety tour, planned for the early weeks of the new school year and programmed to correlate, eventually, with other parts of the curriculum.

As we have evolved it at New Albany, Indiana, the unit has several objectives. Through it we set out every year to develop a sense of responsibility on the part of every boy and girl for the safety of himself and others going to and from school.

We do this by developing in the children a recognition of situations involving hazards. We teach them safe habits for crossing streets as well as the colors of a traffic light and their separate meanings. We teach them the significance of aids to safety along streets and highways, giving them the "why" of yellow crosswalks, stop signs, speed signs, school signs, curbings and the like. We increase their appreciation for those who will help them to cross safely . . . for the policeman on the corner, the school patrol, and others. We provide them with practical information on traffic regulations. In short, we teach them the safest route to school and show them how to use it wisely.

Four steps are involved in our unit, from

Them on Tour

planning through post-tour activities:

a) we prepare the youngsters for the safety tour experience,

b) we inform parents of the program to be followed,

c) we take the tour, utilizing audio-visual materials and the help of traffic officers and patrol,

d) finally, back in the classroom, we correlate the tour experience with other phases of the curriculum.

We begin our preparation for the tour by discussing with the class the patrol and the policeman as community and school helpers. We go on from there to a discussion of other persons or devices which help us to cross streets safely . . . namely, of parents, relatives, street signs and traffic lights. We can then discuss safe rules for crossing streets and describe the pattern: "Step to curb; look both ways; watch the light, policeman or patrol for what to do; walk, *do not run,* across the street."

It is now time to take the children into our planning, let them help us prepare for their excursion around the school area. The film "Safety To and From School" (Young America Films, Inc., New York) will incite questions the children would like answered on tour. A bulletin board with safety materials from the local motor club, from magazines and newspapers, will keep our subject live. Construction of a paper traffic light display for the bulletin board will further motivate the children to discussion of street safety.

The pattern for the bulletin board traffic light we use at New Albany is shown full size on the next two pages of this article. We prefer our display to be as professional in appearance as possible; hence ours is built in advance by the teacher. But this could also be a worthwhile project for a group of sixth grade pupils, as their contribution to this phase of the school safety program. Older pupils can add their assistance, lettering in the STOP and GO on the traffic light, either in the art class or the print shop.

If you prefer, however, the light might be constructed by the first graders themselves, under the direction of the teacher. The appearance might not be so professional when completed; on the other hand the amount of achieved understanding as to each part of the traffic light and what it signifies might be more emphatic as a result.

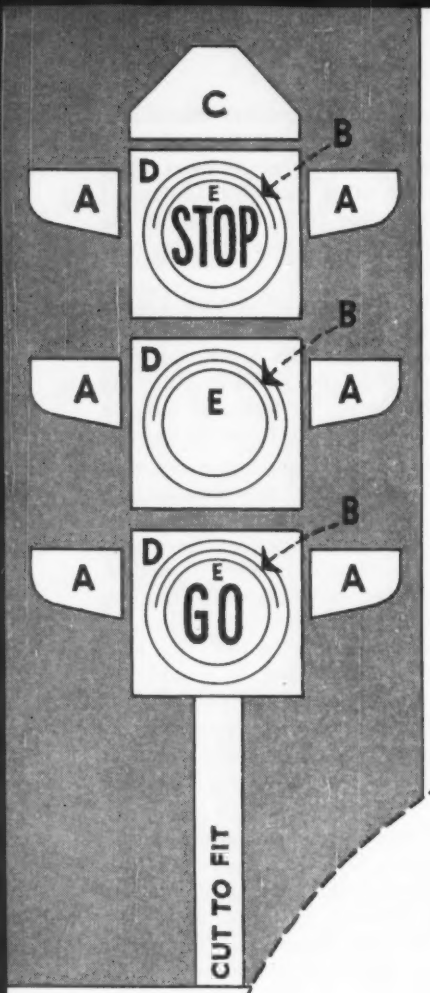
At this point in our unit we prepare a letter to parents, have it mimeographed and sent home with each child. The letter acquaints parents with our plans; the children return the letters signed by mother or father to indicate permission for them to go on the actual tour.

Taking the tour is the highpoint of the unit. Patrols, invited in advance, help conduct the class. On the way (by pre-arrangement) the class "happens to meet" a police officer who shows them how to cross streets safely. Teachers, patrols and the officer cooperate along the way to point out such safety helpers as crosswalks, traffic lights, street signs and the like. And having planned the walking tour in advance to necessitate crossing a few intersections and alleyways, the teacher is assured an opportunity to discuss the dangers inherent at these points, as well as the hazards of jaywalking, including crossing in the middle of the block.

Back in the classroom or gymnasium we use a miniature traffic light to demonstrate still further correct habits for crossing at intersections. We call attention to the colors of the lights and review their meanings. (One book which has been helpful in this connection is "Teaching Safety Can Be Fun," prepared by the School Safety Light Corporation, 214 Schofield Building, Cleveland, Ohio.)

But this is only the beginning of our post-tour activities. Discussing what we have learned during the tour, we now see if we can answer the questions put in advance. We list all of the people or things we met with during the tour which will help children to cross streets safely. And each of the children draws a picture about something he or she learned during the walk. Once the pictures are complete we make a "trip book." Assembly of the pictures in logical order makes it possible to add picture captions which tell a connected story . . . "We took a safety tour"; "Our patrol helped us"; "We saw a policeman"; "We crossed only at crosswalks".

All of these materials are then put on classroom display; the proud children who later show their efforts to their classmates, bigger brothers and sisters (and parents who come to call for other events) are then reminded by their own work of the pedestrian safety lessons learned in the first weeks of their school days●



A

TRAFFIC LIGHT SIDE VISORS

1. **Color—yellow**
2. **Number needed—six (6)**

These are placed either side of each main section with the straight edge up and even with the top edge of the colored circles (lights). They give the appearance of being side visors, add depth to the set-up.

B

TRAFFIC LIGHT VISORS

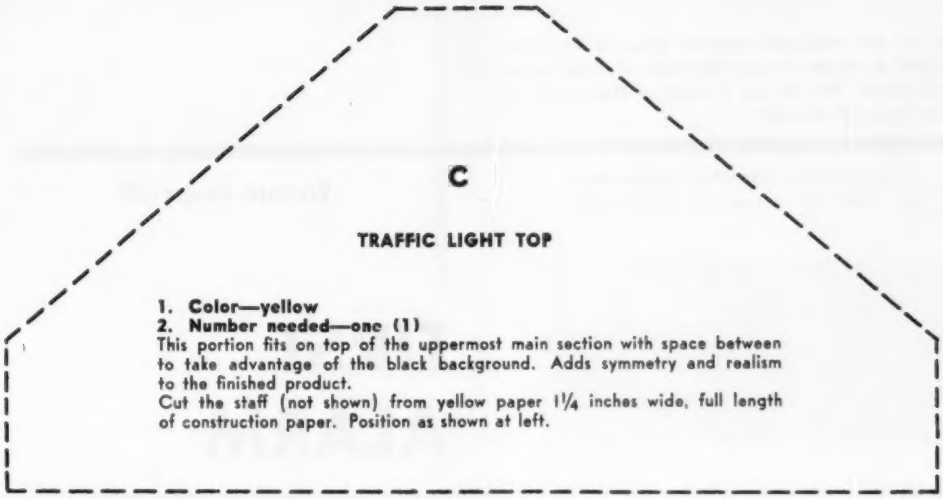
1. **Color—yellow**
2. **Tab edges fold to give curved front visor**
3. **Number needed—three (3)**

Attach the visors behind the various colors of the traffic light so as to rim the three lights. They protrude forward from the bulletin board, adding to the three dimensional effect.

SUPPLIES NEEDED FOR THIS TRAFFIC LIGHT

10 sheets black construction paper
9 sheets yellow construction paper
1 sheet red construction paper
1 sheet green construction paper
23 plain thumb tacks

Adapt colors to match the traffic light near your school.



C

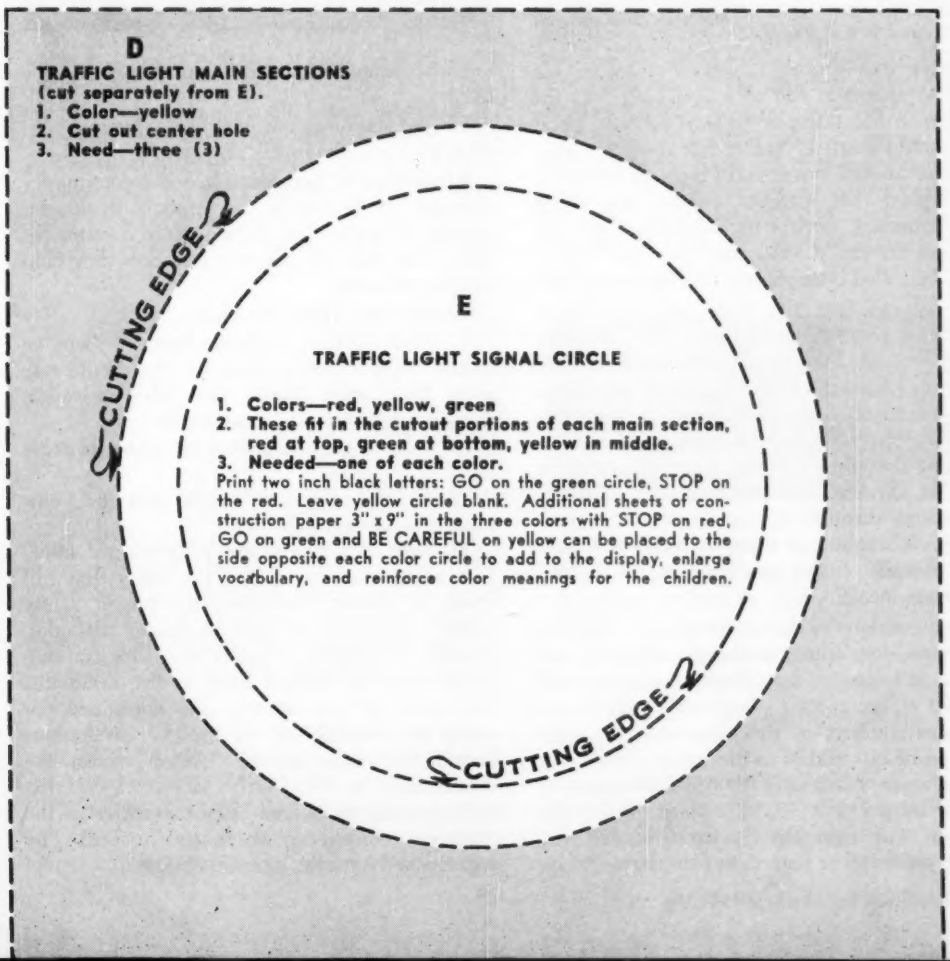
TRAFFIC LIGHT TOP

1. **Color—yellow**
2. **Number needed—one (1)**

This portion fits on top of the uppermost main section with space between to take advantage of the black background. Adds symmetry and realism to the finished product.

Cut the staff (not shown) from yellow paper 1¼ inches wide, full length of construction paper. Position as shown at left.

Below (D) is shown the pattern for the Traffic light main sections. Three are placed on the board over a black construction paper background. Colored centers (E) representing the lights fit in the cutout portions; visors (B) are tacked behind the lights. Leave a small space between all parts to bring them out effectively on the black background.



D

TRAFFIC LIGHT MAIN SECTIONS
(cut separately from E).

1. **Color—yellow**
2. **Cut out center hole**
3. **Need—three (3)**

CUTTING EDGE

E

TRAFFIC LIGHT SIGNAL CIRCLE

1. **Colors—red, yellow, green**
2. **These fit in the cutout portions of each main section, red at top, green at bottom, yellow in middle.**
3. **Needed—one of each color.**

Print two inch black letters: GO on the green circle, STOP on the red. Leave yellow circle blank. Additional sheets of construction paper 3" x 9" in the three colors with STOP on red, GO on green and BE CAREFUL on yellow can be placed to the side opposite each color circle to add to the display, enlarge vocabulary, and reinforce color meanings for the children.

CUTTING EDGE

What is the first and most important lesson in fire safety which should be taught to beginning students? How do you teach this lesson? How do you discover whether or not the lesson has been well learned?

Three experts on elementary school safety give you the answer in this month's . . .

forum-in-print

FIRST ALARM

KENNETH A. CAMERON
Safety Chairman
Arlington Public Schools
Arlington, Massachusetts

Prior to a child's entering school . . . when his ability to reason is still at a low level . . . instruction in fire safety consists of taboos. (The child should learn at home that there are certain areas around stoves and fireplaces where he cannot play, that matches, candles and other open flames are devices for adults and not for him, that fire can damage and, therefore adults should be called immediately should one occur.)

We assume that the child will thus enter school with some concepts about fire, its ability to damage, and the relationship between fire and adult conduct. Even so, formal education in fire safety will not usually begin on the kindergarten level. Here there is informal discussion regarding the subject of fire. Formal instruction begins in the first grade; the subject is usually approached through a heat and cold experiment. A discussion of these extremes will lead easily to talk of fire problems in the pupils' immediate locale.

When concepts of danger of uncontrolled fire have been implanted, without overstress, the teacher will immediately develop concepts and attitudes of fire control. Beginning with immediate surroundings in the classroom, the children can be introduced to fire extinguishers, fire drills, alarm systems, and the fire department as a community service. At this point the fire department will assist the teacher in developing correct attitudes in regard to fire alarms, playing with matches, playing near flame, and the like.

Fire education is outlined for Arlington public school teachers in this way:

Kindergarten: first, show how the community provides for the health and safety of its people; second, acquaint the child with the duties of police, fire fighters, postmen and how they help their community.

Grade One: Teach the child

1) what happens when fire burns . . . why he should leave matches alone, why he should stay away from open flames, and what materials used in our homes are combustible

2) to know his own school, recognize its exits; and

3) to know the fire station and the community services it provides.

Through this fire safety program we hope, first, to develop concepts of fire safety that will result in correct attitudes with proper safety habits. Secondly, we hope to change attitudes. A study of children's habits after this training should show a marked drop in fire accidents. Low rates of false alarms, plus continued decrease in incidents of set fires or carelessness within the home should develop within the community.

Fire safety should be taught as early as the child can understand words and actions. The measure of its results is a safe child●

ROBERT T. DUNCAN
Safety Director, Elem. Schools
District #9
Corning, New York

We must first remember the age and development of *beginning* students. They must have and need protection. The stress, therefore, should be on their personal safety.

We emphasize fire drills, through talks, stories, dramatizations, posters, games and a visit from the fire department . . . with "their big hook and ladder truck." We talk about being calm and quiet, instruct the children to move quickly but to walk and keep in line.

The teachers explain the reason and need for fire drills and conduct the children out the various exits several times before an actual fire drill is called. On the regular drills the first available older boy or girl out takes the lead kindergartner, first, and second grader by the hand and leads the rest of the way. This gives teachers a chance to check the last one out. At the same time it gives the little fellow being lead a feeling of confidence. And the leading older boys and girls gain a sense of well-being and importance.

How do we know whether or not the lesson has been learned? Only by observing the attitude of the child during a lesson in fire safety and the actions of the children during drills. We had an actual fire in one of our schools a short time ago. The beginners had already left the school when it occurred. But the way the third, fourth, fifth and sixth grade students and teachers reacted was splendid indication of a lesson well taught and well learned●

GLEN BRETZ
Sup. Elem. Phys. Ed and Safety
Evansville Public Schools
Evansville, Indiana

Our public schools have had a very effective fire safety program for a number of years. Instruction concerning fire safety goes on at all times. There is classroom instruction utilizing various subject fields, plus the work of the city fire department, insurance men and a special radio program.

During October . . . fire prevention month . . . our local fire department, in cooperation with the city schools, spotlights fire prevention.

Radio Station WEOA broadcasts a very clever program in which students are to detect hazards around their homes, have parents clear up these hazards, and then turn in a report on this procedure, plus some fire safety slogans. These efforts are judged to determine contestants for a school fire prevention program. The radio emcee then records a series of programs for radio use each Saturday morning throughout the school year. Each city school takes part in the program.

It is hard to measure prevention; so we are not too sure how effective our program may be. But we do feel we prevent many fires and catastrophies through this program●

Continued from previous page

CHESTER C. DIETTERT
Former Indiana Principal
North Judson, Indiana

The first and most important lesson in fire safety for beginners, as in any phase of safety education, is to build up an awareness of hazards in our every day normal living and to acquire a thorough understanding of what to do as a normal routine to prevent harm. This is saying that we aim to build attitudes and habits of living that are safe.

Fire safety is largely a matter of fire prevention. It is not the result of scare methods with "horrible example" details for youngsters. Since habits and attitudes control lives, these must be wisely developed into a normal expression in daily living. Help the child to acquire a habit of cleaning up debris, paper or any combustible materials and to handle them properly. Teach him to respect fire prevention regulations by drill, participation and constant reminder. The child must help plan this program if it is to be really effective in developing his habits and attitudes. An orderly, habitual procedure is the best guarantee against hysteria in case of emergency.

This job must be cooperative to be successful. The school alone cannot accomplish it. It takes the backing of home and community. But even if cooperation of home and community is lacking, the school must not neglect its duty. To teach awareness and understanding, the teacher must be aware and understanding and must lead the children, by example, into safer ways of living.

The job is never completely accomplished. Hence it is a constant challenge. But we can observe that the lesson has been well learned when children in their activities (whether at home, in school or other public places) live in orderly fashion, do good housekeeping, are aware and cautious of hazards and dangers, and proceed calmly in face of emergency. Then they understand●

Cold Facts on FIRE

by Alf H. Walle
former administrator of
Norris Schools, Norris, Tennessee

ONE of the most serious hazards to the occupants of any building is the danger of fire. In no other buildings are precautionary measures against this hazard more important than in school buildings. It is the responsibility of school boards and superintendents to protect the lives of American school children by eliminating building hazards, by providing proper plant maintenance and by organizing programs of safety education.

Measures to eliminate fire dangers should be undertaken immediately in the older buildings. In construction of new buildings, fire hazards should be considered at the planning and drafting stage. Intensive study has been given to this problem by several responsible agencies. The National Board of Fire Underwriters, the National Bureau of Standards of the United States Department of Commerce, the National Fire Protection Association, and the National Council on Schoolhouse Construction have accomplished much to lead the educators of the nation

in intelligent planning. Much, however, remains to be done.

School officials who soberly accept their stewardship for the safety and well-being of the pupils in their care place the elimination of building hazards at the head of their long list of responsibilities. They realize that many fire tragedies could be prevented if buildings were carefully examined with the aim of exposing and correcting fire hazards.

One need not spend much time to identify many startling fire hazards in our school buildings today. Among the features most commonly in need of correction are improperly located and insufficient exits. Stairways from upper floors are usually insufficient in number and the actual construction of exits themselves produce hazards. There are fire hazards in old boilers and heating rooms, especially when located in the school building itself. Wooden ceilings and walls, improper fuel storage, no fire wall separation from the main building, and lack of fire doors contribute to the long list of existing hazards. Lack of fire extinguishers in keeping with the area to be serviced and based on the type of construction again illustrates poor planning for building conservation and pupil safety.

Electrical wiring in most of the older buildings is a definite hazard. Basement areas usually contain some of the worst hazards with metal sockets and fuses, exposed switches and open wires. School attics again reveal this same neglect and lack of attention. The stage wiring in school auditoriums displays inexcusable hazards due to negligence. Some are: open footlights in wooden construction, floor plugs in wood, and cords and spotlights wrapped around nails.

Nothing in this world can bring back a child whose life has been lost in a school fire. No insurance plan can repay a family for the missing smile of a child lost in a school fire tragedy. Why then do such hazards exist in our schools today? Several factors have a distinct bearing on the condition. (For one) considerable new building has been accomplished with little or no added provisions for care and maintenance. Unit maintenance crews are overworked and building custodians have larger buildings with larger enrollments to care for with no added assistance.

(At the same time) the public has been encouraged to utilize school buildings to the maximum (for after hour activities). This is as it should be. (But thereby) the custodian of the school is forced again to perform added duties without adequate help. The school plant suffers with increased use without added maintenance. This is not as it should be. . . . School authorities could well exercise the care used in the business world regarding maintenance and its effect on depreciation.

Public education is big business. It may be wise for school authorities to recognize this fact and take adequate steps to insure that the public investment is safeguarded and lives of students protected. This can only be accomplished through proper supervision by professionally prepared and experienced administrators●

This scene will be repeated often in the 30 days ahead. Inspection of school premises for fire hazards is also important, however.

Note: This article is from "Safety for Our Schools" which appeared originally in "The Tennessee Teacher" of March, 1954. Dr. Walle is now on the staff of the Tennessee Wesleyan College at Athens, Tennessee. We believe that his remarks on fire hazards as he has observed them in his experiences may apply equally well to school structures in each of the 48 states. Suggested: a close scrutiny of your own school buildings during October . . . fire prevention month.

Dr. Wayne P. Hughes, Director, School and College Division, NSC, and Frank J. Wiechec, Philadelphia Eagles trainer and author of this article, discuss safety on the football field.

Block That

When properly supervised and played, football is a safe sport, says

Frank J. Wiechec
Trainer
Philadelphia Eagles
Professional Football Team
Philadelphia National League
Baseball Team

FOOTBALL is an exciting and popular sport with young people, one that can be played from the sixth grade to and including college years. A rugged, exhilarating game, it provides an outlet for activity, fun and competition for restless and growing boys.

Football is also a game that demands speed, courage and physical contact. Because of this last injury can result . . . particularly if the players are not properly trained and equipped. And football injuries are most frequent and severe where the game is not closely supervised. Dr. Floyd Eastwood, in his annual report to the National Collegiate Athletic Association, has shown that the incidence of injury and even death is highest on the sandlots, in intramural and club games.

As the skill and experience of the coach and player increase, as good playing facilities, equipment, coaching and training are provided, so also does the game become more exciting, skillful, appealing and less likely to cause injury.

Hard, aggressive football is entirely compatible with safe football. As a matter of fact, from the coach's point of view, the most effective way to perform every maneuver in the foot-

To prevent accidents on the playing field, proper blocking and tackling should be well learned on the practice field.

ball book also is the safest way from the standpoint of preventing injury to the players. No, football coaches cannot guarantee that not a single player will be injured. But boys in good physical condition, equipped with full protective equipment, can be coached to avoid injury to themselves and still play the best football that's in them.

Poor physical condition increases a player's susceptibility to injury, especially at the beginning of the season. No boy should be permitted to put on a suit until he has passed an adequate physical examination. A similar physical should be repeated for every boy at the end of the season. And from first practice session until the end of the season the entire team should be under capable and adequate medical supervision. Someone . . . the trainer or doctor . . . should be delegated to keep an eye on condition

Accident

of players so that the coach can concentrate on the actual game.

The late Knute Rockne once said, "To avoid injuries at the beginning of the training season, a coach, before scrimmaging, should spend 10 days to two weeks on conditioning work." Some coaches, as a safeguard, send their boys a series of instructional letters during the summer. These contain instructions for general conditioning of muscles, wind and endurance as well as exercises for ankle, knee and shoulder joints . . . the areas most frequently injured. A player's reflexes are slow in the beginning; he cannot move as fast or protect himself as well as he should. After two weeks, his muscle tone is so improved that a blow which ordinarily would have hurt severely is endured without shock. The conditioned player is now able to play longer at maximum efficiency. He does not tire and can thus better protect himself.

Most football injuries are caused by carelessness . . . and this includes careless coaching. The coach should have a definite program of work organized for the entire week and he should have discussed and planned it with his assistants. Moreover, there should not be a careless (and unsportsmanlike) attitude toward the rules. Too often players use (and sometimes are taught) foul tactics to give them an unfair advantage over opponents. As an example, a great percentage of all serious injuries comes from clipping (blocking from behind) or from using the forearm or fist in line play. Players using such tactics don't mean to injure anyone, but they do.

The coach may be responsible for injuries in still another way. In his zeal to win, he may forget about the boys' welfare, playing his best men with little thought for rest or substitution, even against inferior teams. The wise coach does not rely on 11 boys. He uses as many players as the conference rules allow. When a player is not at par mentally or physically, he takes him out at once. At the same time he does not rush a substitute into the game without sufficient warm-up. (When warmed up, with his muscles ready and joints loose, a player will absorb much physical punishment with few harmful after-effects.) Neither does a wise coach "work up" a player to excess, either before a game or during halftime. Hyper-emotionalism defeats its purpose by leading to reckless play and injuries.

These few suggestions may help a coach prevent injuries on the field:

- Make practice sessions interesting. Frequent switches in activity will help prevent letdown, dwindling interest and inattention. Regulate the session so that players don't leave the field exhausted. Stop when general fatigue is evidenced.
- A 30-minute scrimmage with lots of snap and dash, with the teams driving hard as in a game, is far more beneficial than an hour-and-a-half of listless, desultory scrimmage. Scrimmages should be interesting and provide incentives—scrimmaging on the goal line, staging practice games, crediting yards gained to either side, furnishing opportunity for promotion . . . all these will help to keep interest high.
- Since a chain is no stronger than its weakest link, the coach should strive to improve the individual proficiency of every player. He should spend two days of work each week on fundamentals. And he should stage as much practice as possible in small groups, where he can analyze and correct errors.
- Large squads definitely tend to reduce injuries. Frequent replacements minimize fatigue. Also, don't play an injured player. The boy who plays despite a minor injury seldom operates efficiently, functioning at about 60 to 70 per cent of his potential (while his substitute might operate at 90 per cent.) Unconsciously

TO PROTECT YOUR TEAM

. . . provide these basic requirements in equipment.

HEAD: Insist on wearing of securely laced, well-fitted gear in scrimmage and game. The helmet should fit the individual wearer, to take up shock properly. If it doesn't fit, the direct shock may be passed on to neck vertebrae and possibly the spinal cord. The helmet should be fitted with a suspension inner crown and cushioned with airlite rubber. A chin strap should keep it snugly in place. If the strap is loose, the helmet will slide around and give little protection.

SHOULDERS: There are two types of pads: cantilever and flat . . .

The cantilever type is built up back and front to carry an arch above and away from the protruding shoulder bones of growing youngsters. This type diffuses the blow, dividing shock and force over a wider area of the chest and back. It gives protection to the collar bone and to the deltoid muscle of the upper arm and shoulder.

The flat (molded) type is made for the barrel-chested boy, who is wide of chest, thick-necked and has sloping shoulders. Well lined, and built up with foam-rubber padding, this pad affords protection for this type of athlete, but will not do on the slender, bony frame.

It is wise practice to spend a little more for shoulder harness. The cheaper pads do not fit as well, tear easily and do not cover the joint sufficiently. Added protection can be given shoulder injuries and even broken collar bones by using a sponge rubber pad cut out in a horse collar shape underneath the shoulder pads.

RIB, HIP, SPINE, AND BACK: Hip and rib pads should fit snugly and be worn in scrimmage and game. The hip pads should extend well up toward the lower rib margin and well up over the crest of the ilium.

THIGHS AND KNEES: Football pants, whether purchased complete or with hip and kidney pads separate, should fit snug and allow very little room for excessive movement or twist. Twist in the leg will often move the guard away from the thigh area and cause a severe "charley-horse" type injury. Thigh pockets sewed in the pants will keep the guards from slipping down around the knee. Elastic inserts will also hold the guard in place against the thigh or the guards can be strapped to the leg itself with adhesive.

Knee padding is necessary because knees come in contact with the ground frequently. The fit of pants around the knee must be snug and yet not binding. Padding must be sufficient to protect the joint against

or otherwise he tries to cover up his injury. In so doing, he throws a great burden on the rest of his body and, consequently, fatigues more easily. He also risks loss of balance, which exposes him to added injury in the same or other areas. There must be some other boy on the bench whose substitution will strengthen the team and prevent the hurt boy from further injuring himself.

A wise coach will pit men of nearly equal size and ability against one another. Teaming a first team back or end against a third string tackle, for example, hardly produces worthwhile results and may lead to injury.

In live-tackling practice, linemen should tackle third team backs who are neither powerful nor shifty. Backfield men should work against backs, not against large linemen, since linemen rarely run with the ball. Since ends do run with the ball, they may tackle each other with safety and mutual benefit.

Players share the responsibility to avoid injury. During practice or game is not the time to loaf, take part in horseplay or forget assignments. As a team sport football demands the coordinated play of the entire squad. One weak or careless player may cause numerous injuries or bring about defeat.

A player should always warm up slowly before going into action, loosening and stretching tight muscles and joints before every practice session. He should always keep his eyes open, feet well spread, balanced over the balls of the feet, and knees slightly bent. Warn him against a straight-legged stance with the knees locked and the weight back on the heels.

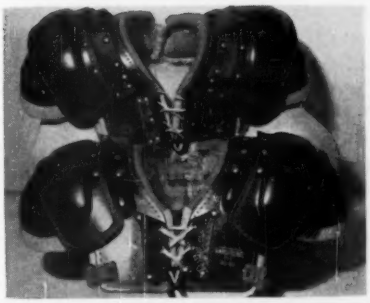
Players who are cat-like on their feet are seldom injured. They never expose their feet as targets for opponents. An active player, always on the move, is much more difficult to block or tackle and usually escapes even the minor injuries to which most players fall heir. In running, the wise ball carrier stays low and runs with a high knee action, using eyes, hands and arms for protection. A high knee action prevents injury to the joint, increases speed and makes tackling difficult.

On the scrimmage line, the fingers should be bent, not straight, or they may be stepped on and broken. When tackling or straight arming, the thumb and fingers should be kept together. Proper spacing of the fingers and correct use of hands greatly reduces injuries to these members.

Often blocking and tackling are poorly learned by players. They crash into opponents head first . . . whereas that is a job for the pad-protected shoulder or hip. Spine or neck injuries occur when the head is dropped during a block or tackle.

"Never make a flying tackle," advises Jim Trimble, head coach of the Philadelphia Eagles. "It is not only the least effective way to tackle,

At top: two types of shoulder harness are now available: cantilever (top) and flat. Each is built for a particular type boy. Below: What the All-Stars wear . . . protection from head to toe. Equipment pictured courtesy of Wilson Sporting Goods Company.



bruising and hard blows. The padding may be of sponge rubber or felt but must protect the area above and below the knee joint.

FEET: Contrary to the general impression, ill-fitting socks cause more injury than football and basketball shoes combined. Two sizes of socks cause trouble . . . too small and too large. If small, the socks actually pinch the toes, pull them into positions that promote friction above and below. Corns and blisters appear. Socks too large lap over, cause blisters on the heels as well as on or near the toes. Infection follows broken blisters, causes more lost man-hours of practice and play than any other type of injury.

Improperly fitted shoes may cause injury. If too tight they bring on blisters or corns on heels or toes. If too large, they may decrease a player's speed while causing strain of the arches as well as blisters and calluses. Run-down shoes, "low-cuts," or oxfords are not recommended. Ligaments and muscles of the feet and legs of high school age boys must be supported . . . they are not yet ready for the strains of football scrimmage.

but it's dangerous. A tackle should be made with the shoulder hitting the runner first. The best way to insure this and to obtain power and drive is to stay on your feet, running low with legs spread, head up, eyes on the runner and neck bulled. Keep the hands closed until the runner's body is circled. Jar your opponent; have your weight in your shoulders. Don't let him jar you; keep your legs under you and keep them driving forward. The player who hits the hardest suffers the least damage. It is the fellow who takes it easy or loafs who usually gets the bruises."

Tell a player: "In blocking and tackling, never allow the hands to bend under, unless you want your wrist broken. On a side tackle, get your head in front of the runner, not behind him. Keep your head close to the shoulders and use your arm behind the runner's legs to bring him down and spin him toward you, which puts you on top. That way, you're less likely to be maimed by the runner's heel."

One of the most frequent causes of injury is falling; coaches should spend much time teaching ball-carriers how to hit the ground. You might tell your players: Upon being tackled,

▶ Don't land on your back, leaving your face and chest unprotected. Turn on your side and keep moving and turning. Pull your chin in and your legs up to the chest.

▶ Don't land at the point of the shoulder, point of the elbow or outstretched hands. Turn so you will fall on the fleshy side, drawing your knees up around the ball. Falling on any of the above parts may lead to a fracture of the wrist, elbow, upper arm, collar bone, or may cause separation of the acromio-clavicular joint in the shoulder.

▶ Do not tense. Fall relaxed. And don't let an unprotected arm or leg lie outstretched from the rest of the body; pull them in around the ball. Players have been known to step on exposed hands, knees, ankles and faces. When thrown backward, draw your chin to your chest to take the jar with the back of the shoulders instead of with the back of the head.

▶ Don't fall on the ball with your stomach or ribs . . . you might break a rib. Fall over the ball, pulling the upper leg up to protect you and the ball.

Proper equipment will lessen the number and extent of injuries, give the athlete more confidence at the same time it makes the team look better. At most schools and colleges that can afford it, each boy is equipped with two complete uniforms, one for practice and one for games. Extra large pads and very heavy shoes are a feature of the practice uniform, which weighs about 16 pounds. The game uniform weighs about 11 pounds, with the shoes being much lighter than the practice footgear●

"Walk on the green" has real import for school children in this Indiana city, where since last spring the townspeople and students have actually been

Walking *On* The Green

Students of Central Elementary School, Michigan City, Indiana, "walk on the green." Green paint between the white guide lines is a recent innovation in pedestrian traffic protection in this city.

by Mrs. Harvey Rhoda
President, P.T.A. Council
Michigan City, Indiana

TRAFFIC accidents killed more than 4400 children between the ages of one and 14 in our country last year. Nearly half of the children killed . . . 1950 of them . . . were pedestrians. And the causes and cure for such traffic deaths have been known since the first motorist killed a child.

We simply have to educate the motorist and the child alike to obey the traffic rules governing each.

To make any safety campaign effective, more than words of admonition or pleas to reason are needed. Both children and adults in our modern age are peppered with catchy slogans. It is the kind of thing they understand and remember . . . particularly if there is an active reminder of the safety slogan at the point of possible hazard.

Our city has recently given active meaning to one such slogan . . . "Walk on the Green." For

here in Michigan City, Indiana, since last spring children and adults alike actually have been walking on the green.

Mayor Russell Hileman brought the slogan into reality. Our city had installed "walk" and "wait" neon lights at pedestrian crosswalks of downtown intersections. Green and red, respectively, the new signs weren't immediately accepted by the public. People still made a last minute dash to cross the street before the lights changed. Motorists wanting to make right hand turns were still tying up traffic behind them while they waited for pedestrians to get out of the way.

At top: Mrs. Rhoda uses mock-up drawings of intersections to explain the "walk on the green" plan to Central School youngsters. Immediately above: The city's new telephone pole signs reinforce the safety campaign.

Mayor Hileman realized he had to call more attention to the new system or it would fail. St. Patrick's day provided the opportunity. Why not paint green shamrocks on the intersections that day to point up "walk on the green"? Better yet, why not paint the entire crosswalk a bright solid green between the white safety lines? This would tie the slogan to the action. The person crossing the street would *walk on the green, when the light* was green. The bright paint would stop him at the curb, make him think before he stepped out. Persons halfway up the block might stop jaywalking if they could see the crossing area at the end of the block. And motorists couldn't help knowing where the pedestrian safety zone was located.

There was, at that time, no such thing as green traffic paint to be had anywhere, either at retail or wholesale. It took a trip by the mayor to South Bend, Indiana and special work by the Traffic Paint Division of the O'Brien Corporation of that city to produce a test batch for our city. Applied at the busiest intersection in town on March 17, the green paint immediately drew local interest . . . and the P.T.A. began thinking about its use at school intersections.

Following further tests to make the paint more lasting and brighter in shade, our first batch of green for school use went down at the intersection nearest Central Elementary School on May 17. Before this I had prepared the students, talking to each class to point out the advantages of the walk on the green idea and to ask for the cooperation of the children.

Since the system has been in operation at Central, I've sat in my car many times and watched these children going and coming from school. They seem to find it fun to stay within the green lane. Moreover motorists see the green lane between the two white lines from better than a half-block away, thus are reminded to slow down and watch out for children. Several times I've noticed cars stop with their tires on the green, then back up as if they realized they had driven too far.

P.T.A. groups throughout the city also have watched the experiment at Central and are convinced that the "walk on the green" idea can help prevent traffic deaths among school children city-wide.

School people and parents alike do their best to teach children safety traffic rules. But it is easy for tykes to forget once away from our guidance. It is at this point that safety may depend upon physical devices which serve as reminders of rules once learned. We believe that "walk on the green" is proving to be such a reminder . . . and a successful one . . . for young people in our city. We feel that every city and P.T.A. should look into this project●

make safety their responsibility, too . . . #3

Who Does What?

Committees turn the plans of a student safety organization into daily activity. This third article in a series outlines the functions and operation of various student safety committees you may wish to see set up in your school.

by Marian Telford

Senior Field Representative
School and College Division
National Safety Council

IDEAS only become effective when people put them to work.

This is just as true of the plans you have for your student safety organization. For that group may be properly and thoroughly organized. It may understand its position in the school, have correct and able guidance. It may have the respect of the student body. But it will not be operative until it has the active cooperation of the majority of the young people it was organized to help.

Which is to say that any student safety organization, sooner or later, will discover that it needs standing committees. Committees to carry out its plans. Committees to provide for safety activity by an enlarging number of the young people in your school.

Should each and every school have identical committees of the student safety organization? Not at all. In fact, the contrary is far more likely to be true. What follows is simply an enumeration of committees which some schools have set up. Your students, if they adopt this pattern of committees, might even prefer to name them differently.

PROGRAM COMMITTEE: This is the planning group of the student safety organization. As such it is one of the most important committees. The faculty adviser should be a member of the group. Alert clear-thinking students with the ability to plan should be named to it. The first order of business for the committee should be the drawing up of a tentative schedule of projects for submission to the officers. In addition, this committee should plan safety programs and provide masters of ceremony for school assemblies and community groups.

Outlining the agenda for business sessions of the student safety organization is *not* the function of this committee; it is rather the responsibility of the organization's president and faculty adviser.

PUBLICITY COMMITTEE: Without good advertising of its activities the student safety organization may never be 100 per cent effective. Members of this sub-committee should be students with ideas on ways to interest their fellows in safety . . . and with the contacts and resources to gain the desirable publicity school and community-wide. Good members for the committee would be the editor or associate editor of the school paper, the business manager of the dramatic club, a student with a parent in advertising or radio, an art student. Committee functions could include:

▶ preparing a regular safety column for the school (and community) newspaper.

▶ keeping the student body informed (through posters, announcements and bulletins distributed to home rooms) of local safety radio programs, scheduled safety asemblies and motion pictures, local and national safety drives, and the overall safety program for the year.

▶ maintaining a safety bulletin board. Committee members might make their own posters for this purpose (or sponsor a safety poster contest as mentioned below.) Or they might also write the National Safety Council to purchase monthly safety posters.

▶ sponsoring safety contests, with awards for safety slogans, safety posters, clean-up suggestions, safety records by classrooms, and the like.

INSPECTION COMMITTEE: All members of the student safety organization should be on the alert at all times for possible hazards in and about the school building. But a special committee should also make regular and systematic inspection of the building and grounds. They should:

▶ look for broken glass, holes, uneven surfaces, accumulation of trash, tools, nails, broken railings, loose boards, blocked exits, dangerous athletic equipment, slippery stairs, or floors.

▶ inspect dressing rooms and lockers to see that they are in good order.

▶ inspect assembly halls (especially backstage) and motion picture booths for fire hazards.

▶ receive reports on building conditions from homeroom groups and recommend proper action.

▶ report any neighborhood hazards to proper authorities, after securing the advice of the faculty adviser.

ACCIDENT REPORTING COMMITTEE: Determining the facts precedes all intelligent planning. The field of safety is no exception. A continuing local and national study of student accidents must be made in order to plan the best safety measures for any one school.

The Standard Student Accident Reporting Form developed by a committee of educators working cooperatively with the National Safety Council is the best means yet devised for compiling school accident data. (Specific information concerning its use may be had by writing to the School and College Division of the Council. Persons writing should indicate at the same time whether or not they will be willing to send summaries of their reports to the Council; in the event that they are they will receive, upon request, 100 report cards and summary sheets. Additional copies may be reprinted locally or obtained from the Council at low cost.)

The accident report form is meant to be filled out by teachers and administrative officers. But the Accident Reporting Committee of the student safety organization can help by:

▶ promoting the use of the form in the school . . .

▶ collecting and summarizing reports from individual rooms . . .

▶ preparing summaries and comparisons of reports and posting them on school bulletin boards . . .

▶ transferring the school summary to the city record sheet which should be filed in the administrator's office and also should be reported to the National Safety Council.

SAFETY CODE COMMITTEE: One group of students, interested in law or writing, should compile the safety regulations and aims for the school. These statements of objectives and safety procedures may serve as the school safety code and may be posted permanently on a special board near the regular bulletin board as well as handed out to all new students. Compiling the code may take only one or two meetings of the committee; later members of this committee might be appointed consecutive safety engineers for short and definite periods of time each.

The committees mentioned so far have been mainly connected with the planning of and programming for safety in a school. In addition, there are certain specific areas of hazard which call for action by special committees. Some of these are the school safety patrol, a bus patrol, physical education leaders, a shop safety engineer's group, bicycle committee, safe driving committee, school safety court. These will be discussed in the next article in this series next month.

ON OUR COVER: When city merchants and school boys and girls cooperate in a halloween window painting contest, the fall holiday is more likely to pass without headaches for the merchants and accidents to your students. It's a project your student safety organization might investigate now. *[Photo by Cy Latour and Son]*

At right: Dale Evans, Mrs. Lillian Gilliland and Roy Rogers look over the first place trophy and 3-D still projection equipment to be presented to DuPont School of Old Hickory, Tennessee.

Tennessee School Is First In 1954 Rogers Safety Awards Program

DUPONT School of Old Hickory, Tennessee, has won the Roy Rogers National School Safety Award for 1954.

Announcement of the award to the Tennessee school came late in July. Later this year, according to established custom, Mr. Rogers and his wife and co-star, Dale Evans, will visit the school to make a personal presentation of the first place awards.

Second place in the 6th annual program was awarded to the Crestwood Elementary School of Fort Worth, Texas; with Ajo School of Ajo, Arizona, in third place.

Each of the first three schools will receive the traditional golden replica of Trigger, Rogers' famous palomino. In addition, this year for the first time, the top award schools will receive 3-D still projection equipment for classroom use, complete with 3-D reels on safety.

Joining Rogers and Miss Evans on the final judging committee to represent the fields of safety, education and entertainment were: Mrs. Lillian Gilliland, Oklahoma City public schools, who is chairman of the national advisory committee for Rogers' program; Dr. Wayne P. Hughes, director, School and College Division, NSC; Dr. Francis Bacon, professor of education, UCLA.

Also on the committee were Mrs. Clinton Dickison, California state PTA safety chairman; Marilyn Erskine, screen star; Mrs. Max Goodman, PTA 10th District Safety chairman; Connie Haines, star songstress; Thomas E. Leavey, president, Farmers Insurance group; Rita Moreno, screen star; Mala Powers, screen star; L. W. Van Aken, president, Los Angeles chapter, NSC; Natalie Wood, screen star; and Cecil Zaun, superintendent of safety, Los Angeles public schools.

During the luncheon meeting at which final awards were decided, Mr. Zaun explained his part in the Rogers program. His graduate class in public safety at the USC summer session spent six weeks grading and evaluating final entries. All the students are safety instructors; their rating of the entries was accepted as the basis for judging.

Best-in-state awards, by this judging, were added to the awards program this year. Awards, miniature statuettes of Trigger provided by the Farmers Insurance Group Safety Foundation, go to: Arizona: Ajo School; California: Balboa School, Glendale; Connecticut: Glenville School, Glenville; Kentucky: Johnson School, Louisville; Massachusetts: Cutler School, Arlington; New Hampshire: Kimball School, Kimball; New Jersey: Public School No. 22, Elizabeth; Pennsylvania: Patterson School; Philadelphia; Tennessee: Dupont School; Texas:

Crestwood School; Wisconsin: Madison School, Madison.

To exemplify what his program aims to curb, Mr. Rogers introduced as special guests at the luncheon three youngsters who were recently patients at Children's Hospital, Los Angeles, following accidents. Danny Puch, 6, had been hit by a truck while riding his bicycle; Bobby Jinkens, 10, was a victim of burns incurred by an explosion while cleaning paint brushes with gasoline; Bobby Johnston, 11, had received a severe facial injury from biting the cap on a dynamite stick.

"We know these kids won't do it again," Rogers said. "We hope our program will persuade other kids not to try it the first time."

Also introduced at the luncheon were Harold Graves, president of Sawyer's View-Master Company, which added the projection equipment to the awards this year; Joseph Kaplan, manager of the Los Angeles chapter NSC; and Dr. Harry Dietrich, pediatrician at the Children's Hospital and Beverly Hills Clinic. Dr. Dietrich was guest speaker at the luncheon; his remarks appear on these pages●

why and how the

Rogers Annual Safety Award

helps the cause of child safety

as voiced by

Harry F. Dietrich, M.D.

Division of Pediatrics
Beverly Hills Clinic
Beverly Hills, California
upon the judging of entries in the 1954 awards program.

Though our progress in the control of disease has been fantastically successful, as a physician I would be the first to admit that we still have some unsolved medical problems. The names of cancer and luekemia, pneumonia, congenital anomalies, rheumatic fever, polio, nephritis, tuberculosis, heart disease and appendicitis still chill the hearts of parents.

In fact, among the 10 most common causes of death in children five through 14 years of age, these occupy the second through the 10th places. I'm sure you all know that the spot for Killer Number One is annually reserved "by Accidents." But do you know those next nine frantically feared causes of death TOGETHER kill fewer children in the school age groups than do accidents alone? And are you acutely aware that one-half of all the children under 15 years of age who are killed by accidents never have a birthday cake with five candles on it?

My pride in the achievements of medicine is quickly deflated when I don the role of parent and citizen. To permit accidents to mutilate and murder our child population, at the present rate, is a disgrace to our society.

It has been suggested that we have an anti-accident vaccine which is made up of amounts of protection and education which vary according to the age and ability of the child. Thus, the young infant must be given 100 per cent protection; the school child, away from the protective atmosphere of the home, must rely principally on what he knows to keep him out of accident. Repeated booster doses of education are essential to keep his accident resistance at a high level.

This vaccine is unique in that it cannot be purchased at a pharmacy, it is not injected into subsequently sore muscles, and it cannot be administered by a doctor or nurse. During the pre-school years this vaccine can be given only by parents; after the child enters school, that institution can inject some of the booster doses. Among the most effective educational techniques are student participation projects. Any catalyzing agent that speeds and spurs accident prevention education among school children is *literally* of vital value. And so I am filled more with gratitude than words . . . gratitude to Roy and Dale, the National Safety Council, the Farmers Insurance Safety Foundation, and most pertinently, to all the school teachers and students who took part in the Roy Rogers Annual School Safety Award.

Speed kills, but attitudes have much to do with how far the foot pushes down on the accelerator.

Jerry's Glory

by Douglas Gaines
1954 graduate
Lakeland High School
Lakeland, Florida

AS THE rear lights of the departing automobile disappeared over the hill, Jerry ran into his parents' bedroom and got the car keys. All week along he had planned for this night, because tonight was going to be his, his to do what he wanted to. His parents had gone to the show with the Barringtons, leaving the family car behind. Now that he was alone, he was free to do as he pleased. "I'll show them," he told himself, as he ran down into the gloomy garage. "I'll show them they can't keep the car from me."

The big black Buick sat poised in the dark like a huge, powerful cat ready to spring into action. Jerry thought that as soon as he got in, he would lose all fear of the consequences. For a moment he sat thinking, "What'll happen if Pop finds out?" He shuddered to think of the consequences following any such event. But he quickly brushed aside these fears and punched the starter button. The big engine roared into life, roughly at first, and then after it had warmed up, broke into a smooth purr. Jerry now thought of himself as a daring, competent driver, ready and waiting, alert to any moment calling for snap judgment.

Quietly he backed the car out the long dark aisle cut through the trees of the shadowy front yard. He remembered to leave the lights off in case some inquisitive neighbor might be watching. As the car rolled into the street, he slammed it into low and pushed the accelerator to the floor. Before he could straighten the wheel, the Buick, with tires spinning, jumped over the curb and into the thick shrubbery.

Thoroughly frightened, Jerry carefully backed, then started slowly up the hill. He began to think: I've got the feel of the thing. With renewed confidence he hit the accelerator and sped over the hill, the speed increasing. Jerry, engulfed in the hypnotic spell of blurring speed, was muttering to himself. All his life he had been pushed around, ignored by girls, bullied by boys, and all because of his small size. Now in this huge, speeding machine, size made no difference. "Well, let's see any of them top this. We'll know who has the most guts around this town."

Glancing at the speedometer, he saw that he was traveling only 50 miles an hour. But the faster he went, the narrower the road seemed to get. "Well," he bluffed, "I'm not scared. I can double that speed." And he sent the car careening down the highway in a burst of speed.

"Everyone's treated me like a nobody all my life. Now they'll know me as the hot driver I really am."

The heavy machine hurtled through the night. The little figure in the driver's seat seemed to be controlled by the car and its fascinating speed. Fifteen-year-old Jerry, barely able to see over the steering wheel, was controlling—or half controlling—a two-ton machine capable of killing and maiming, a huge instrument of death and destruction.

His recklessness and false courage, combined with his seething hatred of people, overcame any feeling of caution that he might have had. Tiring of empty country roads, he decided to go into town and show some of the kids what a big shot he was. He skidded to a stop and turned around. Soon he was rushing into town at 80 miles an hour. Inside the city limits he ignored stop signs and speed limits. As he screeched around a corner into a dark side street, he failed to see the black Ford that pulled out behind him. However, the sight of red lights blinking in the rear-view mirror made him realize that he was being followed.

He couldn't let them catch him now, not when he was just going good. In a resentful, burning anger his reason was completely engulfed. He would not let them catch him. In his moment of indecision, the frustrated Jerry let the prowl car pull alongside him. The two men in the front seat were startled to see that the seemingly insane driver was a towheaded teen-ager with a determined look on his face.

In a frenzy Jerry spun the wheel to the right. The car lurched off the high curb, slid around the corner, and smashed into a telephone pole. As the rear fender and bumper ripped loose, Jerry was in a frantic state of mind. Something snapped. He swore he'd never be stopped now. He wheeled the roaring Buick into the lower end of Main Street, the black Ford still pursuing.

Now, he thought, now everyone will see me—Jerry Baker—outrunning the cops in a chase. The two black cars screamed through the traffic of Main Street and out into the open road. The lights of a soda shop shone brightly. Here was the hangout of all the older kids. He had to let them see him now.

In a final desperate effort the police shot at him. The officer on the right fired at the tires. One bullet ricochetted from the pavement into the car. Jerry heard the spat and saw the dashboard splinter before his eyes. Blinded for an instant, Jerry didn't suspect his danger until the prowl car was alongside and tried to force him over. He slowed in mock surrender. As the prowl car pulled ahead, he spun the wheel. "Shoot at me, will they?" Jerry yelled triumphantly as the two speeding machines locked together for one terrible instant before the heavy Buick tore away. The wrecked Ford had been turned completely around, but by some trick of gravity stayed upright.

No longer was Jerry the meek submissive little boy his parents thought him. Now he was a Dr. Jekyll turned to Mr. Hyde. His eyes shone with triumph. At last his dream of power was fulfilled. Surely he would be respected now, for gossip would center on him and his wild ride. He'd be known for his courage and skill. No one would belittle him again. He'd be the talk of the town!

As the car flashed by the crowded soda shop, Jerry glimpsed white faces staring in amazement. That glance was the final touch to the inevitable end of Jerry's one free night, because he never saw the sharp turn. He saw only the white guard rails when the battered Buick sheered them off and smashed into a brick wall, crumpling into a twisted mass of torn, burning metal. Jerry Baker had at last realized his dream. Now he would be the talk of the town.

NOTE:

SAFETY EDUCATION departs from usual custom this month to present a piece of fiction. Douglas Gaines wrote "Jerry's Glory" last year as a senior student at Lakeland High School. The story first appeared in the school literary magazine, "Tam O'Shanter"; it is reprinted here with his permission.

Our suggestions are two:

***First*, that the driver education instructor may find it worthwhile to pass this student-written story around the classroom, allow a discussion of driving attitudes to follow naturally.**

***Second*, that the writing teacher make the story a basis for a student exercise in analysis and criticism. In that process, the young people who are most hopeful of borrowing the family car these days will be analyzing the individual characteristics of maturity which make for safe driving *and* safe living. They may also be inspired to do further thinking on the important subject of safety and to write similar material themselves.**

Come to the Congress

School and College Sessions of the 42nd National Safety Congress and Exposition will be held at the Morrison Hotel, Chicago, October 18-22.

ROBERT M. REESE
Sup., Vocational Div.
Ohio St. Dept. of Ed.
Presiding: AVA-NSC Mtg.

EDITH RAMSAY
Home Equipment Ed.
American Home Mag.
Speaker: AVA-NSC Mtg.

John Hill, Vice Chairman for Higher Education, NSC, who will preside over sessions on College safety at the Congress, and Norman Key of the NEA, who will open driver education sessions.

OCTOBER 18-22, 1954. You will recognize these dates as those of the 42nd National Safety Congress and Exposition . . . dates important to your teaching of safety in the months ahead.

October 5, 1954. This is a day equally important to those of you who plan to be present in Chicago for the Congress and who plan to participate in a Congress event scheduled for the first time this year.

What is October 5? It is the last day on which you can register for "Safety Through the School Day" . . . an all-day visit to a nearby elementary school added to Congress plans on an experimental basis this year.

The visit will take place on October 21, the last day of School and College Sessions. *Limited to those who pre-register for the event,* it will provide an opportunity for delegates who have been talking safety education for three days to watch it in action during a typical school day.

Last month Homer Allen, chairman of the Congress program committee, told you of the plans for the first three days of this Congress . . . for a series of balanced general sessions and special interest groups patterned after the program you found so worthwhile last year. These sessions end Wednesday afternoon. That evening preparations begin for the final day of the Congress . . . for a day packed to the brim with events as interesting as any during the week.

One session Wednesday evening will provide orientation for the Thursday excursion to the elementary school. Another will be in line with the special driver education meetings scheduled for the Morrison Hotel on October 21.

You should know now that the principal Thursday events are exclusive, each of the other. If you plan to make the excursion to the elementary school, you should expect to be with that group from early morning to late afternoon. If you plan instead to remain at the Morrison, you will be equally busy from breakfast to the dinner hour.

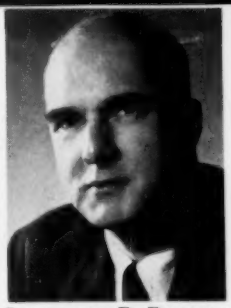
Let's assume you pre-register for the excursion. You must meet Wednesday night at the Morrison with the rest of your group, hear at this meeting the final arrangements for Thursday (now being made). The next morning a convenient suburban train will take you to Highland Park, Illinois. Here you and other members of the group will be met by Stanley McKee, principal of the Lincoln School in that city, and by James W. Mann, principal of the Hubbard Woods School, Winnetka. They will escort you to Lincoln School. Here the first event of your day will be a meeting of all visitors.

Following this meeting you will "visit" Lincoln School, individually or in small groups, until the noon hour. Then you will meet with the entire group once more, for lunchtime discussion of your morning discoveries in safety. In the afternoon you will split up once more to complete your visit of the school; there will be a final gathering of the group at the end of the school day before you return to the city. (Estimated expenses for the day, including lunch and transportation, $5.00.)

DAVID W. RUSSELL
Prof. of Education
Pennsylvania St. U.
Informal Consultant

VICTOR E. LEONARD
Prin., No. Mianus Schl.
Greenwich, Conn.
Leader of Group Session

GENEVIEVE SQUIRES
Dep. St. Superintendent
Montana Pub. Inst.
Leader of Group Session



LAWRENCE B. PERKINS
Perkins & Will, Architects, Chicago, Illinois
Leader of Group Session

While all this is in progress at Highland Park, delegates who prefer to remain in the city will be taking part in a series of meetings devoted to the furtherance of driver education, vocational, and/or college and university safety.

Thursday morning official sessions on driver education begin at 9:30 a.m., when Norman Key, secretary of the National Commission on Safety Education, NEA, will speak on "How Can Driver Education Be Expanded and Improved?" Immediately afterwards and following a short indoctrination by Cecil Zaun, supervisor of safety of the Los Angeles City Schools, driver education delegates will break up into six discussion groups to talk about: general supervision, teacher certification and program standards . . . research in driver education . . . preparation of teachers . . . driver education for adults and out-of-school youth . . . driver education for college students . . . and driver education for secondary school students.

There will be two meetings by the discussion groups, at 10:30 a.m. and at 2 in the afternoon. At 3:00 p.m. all driver ed groups will meet as one unit again, this time for reports to the driver education section and for general discussion of how driver education can be furthered on all levels.

Rounding out discussion of safety in all education areas will be two other Thursday meetings. Simultaneously, from 9:45 a.m. until noon that day, there will be:

- a group meeting sponsored by the joint committee of the American Vocational Association and the National Safety Council, and
- a session on college and university safety.

The AVA-NSC meeting will hear three short talks: "Housekeeping As It Applies to Home Safety," by Edith Ramsay of the American Home Magazine; "Safe Storage and Use of Flammable Materials in the School and Home," by Loren G. Farrell, Dry Cleaners Institute, Detroit; and "Child Development in Safety," by Heyworth N. Sanford, professor of Pediatrics at the University of Illinois. This session will be presided over by Robert M. Reese, State Department of Education at Columbus, Ohio, who is also Vice President for Trade and Industrial Education of the AVA.

FOR THE WOMEN

Tuesday, October 19, at 2:30 P.M. in the ballroom of the Blackstone Hotel, Miss Marion E. Martin, Vice President for Women's Activities, NSC, will preside over the reception for women. Mrs. George Welles, Jr., representing the Home Conference on the NSC Board of Directors, will speak on: "What's Important About Home Safety?" and M. R. Darlington, Jr., Managing Director, Inter-Industry Highway Safety Committee, will outline "What Women Can Do About Traffic Safety." Afterwards, the 1954 Carol Lane Award Winners will be announced.

John W. Hill, director of Workmen's Compensation Insurance, Texas A&M College System, who is Vice-Chairman for Higher Education, School and College Conference, NSC, will preside over the sessions on college and university safety. This group will hear George W. Harper, associate professor of mechanical engineering at the University of Illinois, discuss "A Campus Program of Accident Prevention." His talk will followed by a symposium of the functioning of accident prevention on the campuses of the University of Illinois, Massachusetts Institute of Technology, Purdue University and the University of California. Mr. Hill will close the session with a discussion of action for determining the frequency and severity of accident rates for colleges and universities.

Other 42nd Congress sessions you will find worthwhile are the annual meeting for members on Monday morning, when Henry T. Heald, chancellor of New York University will deliver the principal address; the annual banquet on

Wednesday evening; the Congress party Thursday evening; and the early morning sessions Tuesday through Friday mornings. Entitled, "Let's Get Personal" these morning sessions will be conducted this year by Edward McFaul, Chicago.

All sessions listed immediately above are scheduled for the Conrad Hilton Hotel. Here also, on Tuesday evening, you may view the 1954 award films of the National Committee on Traffic Safety and, on Wednesday afternoon, at the meeting of the Public Employee Section, hear John Hill lead a discussion of school and college safety. On Tuesday afternoon at the LaSalle Hotel, Dalibor W. Kralovec, assistant director in charge of safety, Board of Public Education, Philadelphia, will participate in Transit Section deliberations, discussing "Coordinating Transit Safety With Public Schools"●

CLAUDE HIPPLER PASSES AWAY

Claude Hippler, former general chairman of the Safety Education Supervisors Section of the National Safety Council, passed away in his home city of Pasadena, California on August 5. Death followed a stroke suffered two weeks previous.

Mr. Hippler was a pioneer in safety education. As early as 1937, he had collaborated with one of the elementary teachers in Pasadena on *Safe Living*, a text for intermediate grade children. He was one of a handful of school people having official responsibility for safety education who met in Columbus, Ohio in 1945 to form the Safety Education Supervisors Section of the National Safety Council. The intelligent energy he brought to the work of the Section was recognized when he was elected general chairman for the year 1951-52.

When the elementary group wished to organize, Mr. Hippler helped spearhead the movement and was active in that section during its span of existence. He was also a member of the committee which developed the standards for the Roy Rogers National Accident Prevention Awards for elementary schools.

In the Pasadena schools Mr. Hippler's responsibilities for safety education covered only a part of his duties. He joined the school system 31 years ago as football and track coach, became vice-president in charge of boys at a junior high, and finally accepted the position of director of child welfare, which included safety, health and instruction of the handicapped. During the war his duties were expanded to include civil defense.

In addition to these local and national school activities, Mr. Hippler took part in many civic affairs. A past president of the local Kiwanis Club, he served as its secretary for the 10 years prior to his death and each Christmas organized a club party for the children of the handicapped school which came under his jurisdiction as director of child welfare.

Protect His Teeth . . .
say three Chicago dental scientists . . .

MOUTH protectors to avoid broken teeth and other mouth injuries should be worn by all schoolboys who play football and similar games.

This, at least, is the conclusion of three Chicago dental scientists who reported their findings in the July, 1954, issue of *The Journal of the American Dental Association.*

Fifty-two per cent of the injuries suffered by high school and college football players occur in the mouth area, reported Drs. George Watts, Archie Woolard and Carl Singer, all of the College of Dentistry, University of Illinois.

Their figures on mouth injuries were derived from two recent surveys. One, completed by the University of Missouri in 1951 and reported that year in *Dental Survey,* covered 62 colleges, showed that 733 dental injuries had been incurred in one football season. The second survey, reported by J. F. Cathcart in *Dental Digest* of August, 1951, covered three states, discovered that over 50 per cent of injuries to high school players occurred in and about the oral cavity.

Drs. Watts, Woolard and Singer stated: "With the great increase in the number of participants in high school, college and even grammar school contact sports, the number of dental injuries, if accurately compiled to include injuries to all participants, would prove astounding."

The investigators described an experiment at St. Rita's high school in Chicago where they devised mouth protectors for the 26 members of the football team. Before the mouth protectors were available, though the season had only begun, the team had already incurred four dental injuries, including three broken front teeth and a fractured jaw. The end of the season saw dental injuries for the St. Rita team reduced 100 per cent, while opposing teams had suffered an average of two injuries in and about the oral cavity.

According to the three Chicago doctors, it was important that the mouth protector not only provide maximum protection, be comfortable, and remain in place, but also that it not block the mouth airway or interfere with speech. In their experiment they found vellum rubber and vellum acrylic materials to be satisfactory substances for the mouth protectors.

A Catholic Educator Looks at Safety and says

We Have a Moral Obligation to Educate For Safety

by Urban H. Fleege, Ph.D.
Staff Associate
National Catholic Educational Assn.
Washington, D. C.

KNOWLEDGE of safety precautions in itself does not guarantee safety nor safe practices. Many accidents occur despite the victim's knowledge of what is safe and what is not.

There is a significant correlation between observance of safety regulations and the depth and breadth of one's appreciation for the necessity of these practices. In other words, where impelling motives for a certain line of conduct are possessed within, outward practice conforms with much greater regularity than where the individual lacks such internal behavior forces.

It is in the development of motives that teachers have an unequalled opportunity to tie the teaching of morality into the teaching of safety education. Every human being, child as well as adult, has a moral obligation to take necessary precautions to safeguard his own life and the lives of his fellow beings.

God created us to fulfill a purpose: to know Him, to love Him, to serve Him, and to be happy through Him in this world and with Him forever in the next. We did not create ourselves; God gave us life. We came from Him and are destined to go back to Him. In the final analysis we belong to Him. We are the guardians of our life and our members; not the complete owners.

We are not completely free, therefore, to be reckless or careless with either our own or our neighbor's life. As stewards we have a serious moral obligation to safeguard our life and the lives of our neighbors—ultimately God's property. We may take no unnecessary risks with our lives, or endanger them unnecessarily, lest we interfere with God's purpose in creating us.

Explaining these fundamentals to children in a way in which they can understand their significance provides an excellent means for developing lasting motives to observe safety precautions. These same considerations are effective in developing safety consciousness. Natural motives for safety, while commendable and helpful, do not carry with them that sense of personal accountability to One Who sees all as do the motives for safety which grow out of the above considerations.

The teacher capable of developing moral reasons for safety based on religious principles can go a step further in pointing up why traffic regulations are binding in conscience. She can point out how these regulations help each to fulfill his moral obligation of safeguarding his life and health; how these regulations are made by civil authorities, duly constituted, and therefore binding in conscience because the authority behind these regulations comes ultimately from God.

Views AND REVIEWS

SAFETY TEACHING AIDS

YOUR SAFETY MANUAL, by Bill Andrews. A Life Adjustment Booklet, published by Science Research Associates, Inc., Chicago, Illinois. 50 pages, single copies 40c; quantity prices on request. Reviewed by Dr. Vincent McGuire, associate professor, College of Education, University of Florida.

Bill Andrews combines a very fine psychological approach with an interesting presentation of safety facts to make *Your Safety Manual* a booklet highly suitable for use by high school students.

Beginning from the time when small children are pulled away from the dangers of a hot stove, the author traces the growth of the individual to the time when he must develop self-direction in safety matters. Mr. Andrews points out that young people are more exposed to accidents because they are participating in many new and more dangerous activities. The author agrees with adolescents that "We're all adventurers" and points out that "Accident prevention is not the concern of the timid—it is the *partner* of adventure and helps you tackle challenging activities with confidence."

Bill Andrews tells youngsters that they are not expected to live a life of seclusion and to hide from the inherent dangers of a normal life, but rather to face those dangers with safety-knowledge, intelligence, and alertness.

Specifically, this booklet covers the accident areas of traffic, home, farm, sports and industry. The final chapter is a summary emphasizing the importance of developing a good attitude toward general safety.

A typical example of how the author presents material on the students' level is his chapter on various teen-age driver personalities. In this chapter the student is directed toward analyzing the various behavior patterns of secondary school students. The teen-ager can begin to understand the "why" of his behavior and the reasons for trying to eliminate some of the weak spots in regard to safety. Much of the material can be readily utilized as bases of units in the various subject areas of the high school program.

This manual contains enough statistics to give authenticity to the author's message, and contains well-selected art work to enhance the readability of the chapters.

Mr. Andrews writes in a style that should prove interesting to high school students. He presents safety advice wrapped securely in the background of experience of students on the secondary level.

This is a book that does not use the finger-shaking-admonition type of approach, but says to the high school student, "So stand up and face the widening adventures of life with joy, not panic." *Your Safety Manual* is a booklet that should be made available to all high school students.

* * *

THE A. B. C's of TRAFFIC SAFETY. Distributed to school children in Vancouver, Canada, through the B.C. Electric, and with a final word by W. N. Wallace, president of the Vancouver Traffic and Safety Council. Reviewed by Mrs. Rosemary Beyer, first grade teacher, Hubbard Woods School, Winnetka, Illinois.

We tried out this attractive little booklet with a first and a second grade and the comments made and interest displayed helped us arrive at these conclusions:

The alphabet organization helped maintain interest and create anticipation throughout the book. The use of rhyme plus the pictures helped focus attention on the words as well as the ideas they presented. While the first grade enjoyed using the book, the second graders were able to read it independently and thus participate more fully in using it.

The teachers' feeling was that this, like any other material, could not alone effectively teach safety, but that it would be an interesting and helpful booklet to use along with practical experience, discussion and the like . . . to give all the great variety of learning situations that make lessons vivid.

Continued on page 38

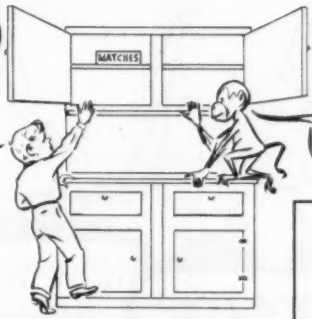
OCTOBER
1954

Lower Elementary

Safety LESSON UNIT

Sketch S-0193A

Please help me get the matches.



No, I will not. Children should not play with matches because____

I want the matches to light this bonfire.

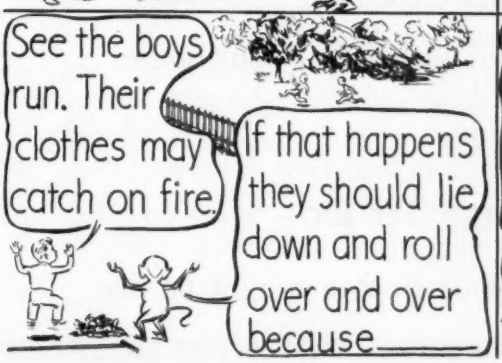
Your father or mother should light the bonfire because____

Look! Some boys made a fire!

We must tell someone right away because____

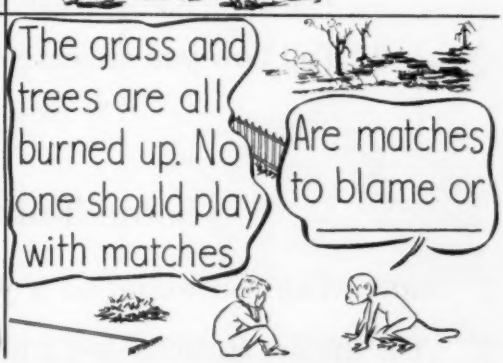
See the boys run. Their clothes may catch on fire.

If that happens they should lie down and roll over and over because____



The grass and trees are all burned up. No one should play with matches

Are matches to blame or ____



Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Time to go home, children.
We will soon have the fire out.
I like these people.
Yes, they are good people.
Now we will not get burned
Now our homes will not burn up.

1. Tell how a picnic fire should be put out.
2. Tell how you are careful with fire at your house.

Some Things To Do

1. Show what you would do if your clothes caught on fire.
2. Visit the fire station. Ask a fireman to talk to you about how to keep safe from fire.
3. Make a booklet of rules on how to keep fires from starting.

Sketch S-0193A

OCTOBER 1954

Upper Elementary

Safety LESSON UNIT

School Fire Drills

Underline statements that are correct.

When there is a fire drill at school, we should:

1. walk rapidly but not run.
2. keep in line.
3. talk while we are in line to keep others from being afraid.
4. get our coats before leaving the building.
5. close the door if we are the last ones out of the room.
6. stay in the room and not take part in the fire drill if we have a cold or don't feel well.
7. get ready to leave the building as soon as we hear the fire alarm signal.
8. join the line nearest us if we are not in our room when the fire alarm signal sounds.
9. run if we think we smell smoke.
10. stay with our class while we are waiting for the return bell.

Some Things To Do

1. Discuss fire drills at your school. See if the group can make suggestions for improving fire drills.
2. Invite a fireman to talk to the class about how boys and girls can help prevent fires.
3. Make posters for Fire Prevention Week.
4. Read stories about firemen and heroic rescues. Discuss the safety rules illustrated in the stories.
5. Discuss what to do if fire breaks out at home.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities.

Is It Safe?

There are some things which you might do safely which it would not be safe for your small brothers or sisters to do.

There are some things *you* might not do safely but which could be done by your parents and other adults.

Some other activities are not safe for anyone. Still others are things we can all do to promote our own safety and that of others.

In the chart below, mark S (safe) or U (unsafe) in the proper squares to indicate who can or cannot do the activities mentioned safely.

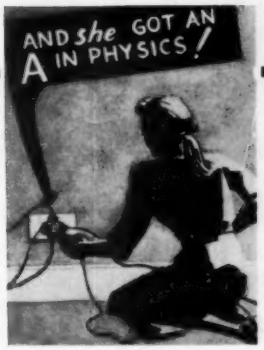
	A Small Child	Yourself	An Adult
A. Keep matches on a low shelf.			
B. Keep matches on a stove.			
C. Carry a safety match folder in the pocket.			
D. Carry matches loose in the pocket.			
E. Strike a match (away from you of course).			
F. Put a lighted candle on the windowsill near a curtain.			
G. Use a flashlight to find something in the dark.			
H. Pour kerosene on a fire to start it.			
I. Put ashes in a container (a metal one, of course).			
J. Burn paper (in a trashburner, of course).			
K. Burn leaves (on a day when there is no wind, naturally).			
L. Iron with an electric iron.			
M. Use gasoline for cleaning clothes.			
N. Put out a campfire before leaving it.			
O. Roll on the ground if clothes are on fire.			
P. Put a lid on a pan of burning fat.			
Q. Pick up spilled matches.			
R. Use a flashlight in a jack-o-lantern.			
S. Pick up trash that might burn.			
T. Disconnect an electric appliance cord.			

Answers: p. 1: 1, 2, 5, 7, 8, 10. P. 2: A: u,s,s; B: u,u,u; C: u,u,s; D: u,u,u; E: u,s,s; F: u,u,u; G: s,s,s; H: u,u,u; I: u,s,s; J: u,u,s; K: u,u,s; L: u,s,s; M: u,u,u; N: u,s,s; O: s,s,s; P: u,s,s; Q: u,s,s; R: s,s,s; S: s,s,s; T: u,s,s.

OCTOBER
1954

Junior High School

Safety LESSON UNIT



Sketch S-0194A

FIRE

Almost all fires are caused by man's carelessness. Homes are destroyed, lives are lost, and money is wasted because of mistakes made by some people. Also, even after a fire is started because of carelessness, that same carelessness often times continues in the form of not knowing what to do to combat the fire. Let's look at these two problems—fire prevention and fire fighting—and find out what we already know and what we need to learn in order to cut down on the fire hazards in our community.

What's Your Fire Prevention I. Q.?

1. If the cap is screwed tightly on a five gallon gasoline container that has recently been completely emptied, is it safe to place the container near your heater or fireplace? Why?
2. What is the function of a fuse in your house electrical system?
3. Is it wise to run electrical wiring over a nail in order to keep the wiring out of the way? Why?
4. When you wear your new robe this Christmas, or your new sweater — will wool fabric be more susceptible to flames than rayon or cotton? Why?
5. When on a fishing trip, is it safe to use a glass jug of drinking water for a weight to keep your folded tent from being blown away by a wind while you go fishing? Why?
6. Why is it unsafe to hang pot holders or dish towels on the wall above the stove?

Look at Your Answers

1. The next time you pass a gasoline station, watch when the attendant fills a car with gasoline. If you look carefully, you will actually see the gas vapors coming out of the car tank as it's being filled. These same vapors will remain in the gasoline container described above especially if the cap is screwed on tightly after the container is emptied. Therefore, placing the empty container near heat will cause the vapor in the can to explode.

For further evidence of vapor ignition, ask your auto mechanics instructor or physics teacher to show you how an automobile uses gasoline vapor.

2. In two words, the function of a fuse in your home is—"safety valve." In other words, if you overload the electrical system in your house, the fuse will "blow out"—warning you that your house circuit is carrying too great a load. Unfortunately some people deliberately silence the safety valve by putting a coin behind the fuse or by using an oversize fuse. This practice is just as silly and hazardous as silencing the fire signal so you won't know when there's a fire.
3. Take a piece of ordinary electrical wiring and run it over a nail and have two students pull the ends of the wire alternately so as to rub the wire over the nail. The result is obvious; after a while the insulation on the wire becomes worn through and the bare wire contacts the

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metal nail. Result—short circuit and fire hazard!

4. Ask your physics teacher to demonstrate the comparative combustibility of wool, rayon, and cotton by holding a small piece of each with metal clasps and passing them through a slow-burning bunsen burner. Note that the wool will singe and smoulder, whereas the cotton and rayon will blaze.

5. Ask the physics teacher to use a magnifying glass to set fire to a small piece of paper by using the sun's rays. This same principle can be brought about by the sun's rays being concentrated through a glass jug of water on a cloth. And remember, when you're off fishing, the sun has plenty of time to burn the tent *and* the forest.

6. Ask your father or teacher to light a cigarette by holding a lighted match three inches below the cigarette. After several puffs the cigarette is lit and yet the *visible* flame was three inches below it. When you compare the heat intensity of a stove to a small match, you can readily understand how much greater distance the heat from the stove burners will travel.

Would You Know What to Do?

Suppose your house caught fire tonight—would you know what to do? Remember, you'll be sleepy, you'll be caught unawares, you'll get excited—unless you have planned for such an emergency. The best plans are those made *before* an emergency arises. Plan *now* to do the following:

1. Two escape routes should be provided, so that if one is cut off by flames, the other can be used.
2. If you discover fire, make a lot of noise to be sure everyone is awake.
3. Get everyone out of the house.
4. Don't try to save your valuables—your skin is more valuable than anything else.
5. Once you are certain everyone is out, then be sure to get help.

Plan of Action

If you are traveling and staying overnight in a motel or hotel, you might be so excited when a fire breaks out, because of the unfamiliar surroundings, you might forget what to do. By keeping calm and by using the letters of the word "fire" the order of action can be remembered. For example:

Flee from the danger area. Spread the alarm so everyone knows of the danger. Then—

Inspect for a few seconds from a safe distance so you can describe the kind of fire (gas explosion, fuel oil fire, etc.) and the address of the burning place in your—

Report to the fire department. Be sure to report in a clear, accurate manner. Then do all you can to help—

Eradicate the fire by using available extinguishers, garden hoses, etc.

EXPLAIN THE METHODS

Shown below are ways of extinguishing different kinds of fires. Discuss why different methods are used, and why some methods shown could increase the danger if applied to the wrong kind of fire.

Grease fire

Picnic fire

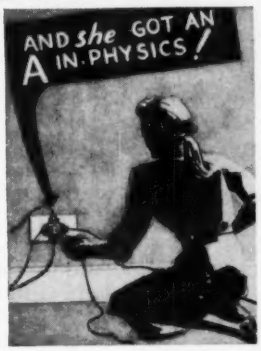
Oil or gasoline fire

Use carbon dioxide, foam, dry chemical or vaporizing liquid extinguisher.

Electrical fire.

Remember — no water or extinguishing material containing water that might be a conductor. Use CO_2 dry powder or vaporizing liquid extinguisher.

OCTOBER 1954



Sketch S-0194A

Senior High School

Safety LESSON UNIT

FIRE

Do You Know Your Home?

1. List 3 fire hazards that exist in your kitchen.
   A. _____
   B. _____
   C. _____
2. Name two things that should be checked in the electrical system of your home to prevent fires.
   A. _____
   B. _____
   C. _____
3. Name two things that should be checked in either your closet or attic in order to prevent fire hazards.
   A. _____
   B. _____
4. Name two things that should be checked in your heating system to prevent fires.
   A. _____
   B. _____
5. Locate the nearest fire alarm box to your house or (if your city does not have an alarm system) indicate how you can still turn in an alarm.
   _____

Do You Know Your School?

1. Name two fire hazards that you remember from last year's school dance.
   A. _____
   B. _____
2. Name two evidences of carelessness in previous bonfire pep rallies.
   A. _____
   B. _____

FIRE STATISTICS

National Safety Council records indicate that during 1953 fires (including clothing catching fire from matches or bonfires)

Killed 6,600 people
Cost $865,000,000

After reading these figures, don't you agree that people should be more safety conscious—that they should try to prevent fires and know how to deal with fires when they occur? Sitting in the safety of your classroom you can probably agree calmly and objectively that fire prevention is a "must." But let's see how alert you have been to methods of preventing and combating fires.

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3. List two fire hazards evidenced during one of last year's school plays.

   A. _____

   B. _____

4. List two evidences of fire hazards which you have noticed in one of the following: industrial arts, home economics, and science.

   A. _____

   B. _____

5. Locate the following:
   A. The nearest fire extinguisher.
   B. The nearest fire hose.
   C. The nearest fire alarm box.
   D. The nearest emergency exit.

How Safety Conscious Are You?

Look over your papers. How well did you do? Select one student to lead a discussion on all the questions listed above. Check and revise your answers in light of the contributions made by your classmates.

Take your paper home with you and check your answers to the "home" section. Take steps to eliminate the hazards you find.

Now check the "school" section of your test by finding the locations of the items listed in question 5. Also, confer with the teachers in charge of the areas where fire hazards were noticed to see what can be done to correct the situations. Plan to eliminate fire hazards at school functions this year.

There is no passing *grade* on this test—however, you might be "burned up" if you make too many mistakes.

Know Your Equipment

There is not much value in knowing where the fire extinguishers are in your school if you don't know how to use them. For example, suppose the papers in the wastebasket in your room caught on fire right now. How many of you would know how to operate a fire extinguisher? Flames travel swiftly and you won't have time to study the directions on the extinguisher. By following the procedure outlined below, you can become familiar with the operation of the fire extinguisher.

1. Ask your principal for permission to build a small brush fire in a safe location in your school yard. Secure a fire permit from your local fire department.
2. Ask a representative from the local fire department to supervise the drill.
3. After building a fire, ask one of the students to run to the school, take the fire extinguisher off the wall, and return and put out the fire. Allow as many students as possible to familiarize themselves with the use of the extinguisher by operating it under the supervision of the fireman.

CAUTION: Be sure to have a spare on hand to replace *immediately* the extinguisher taken from the school and be sure to have the extinguisher used in the demonstration re-charged immediately afterwards.

SUGGESTED PROJECT

In order to make your community a safer place in which to live, plan a newspaper contest on fire hazards. Give the contest good publicity in your school newspaper or in the school section of your local newspaper. Entitle the contest, "Fire Prevention Act of the Week." The rules of the contest should follow along these lines:

1. Contest is open to all school children.
2. Contestants should write not more than a 300-word description about the fire hazard and not more than 300 words on what they did to eliminate the hazard.
3. "Before" and "After" photographs or drawings may accompany the write ups.
4. Groups may work together on one entry.
5. Locations of the fire hazards may be in the school, home, or community.
6. The committee of judges should be composed of: a student, a member of the local fire department, a leader, and a member of the town newspaper.
7. The contest should run a month with winners being selected each week from the three areas of: home, school, and community.
8. Publish pictures of the winners each week with a copy of the winning reports.

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Views and Reviews . . .

Continued from page 28

SCHOOL ATHLETICS—Problems and Policies. Educational Policies Commission, National Education Association of the U. S. and the American Assoc. of School Administrators, Washington, D. C. 1954. Reviewed by Simon A. McNeely, specialist for health instruction, physical education and athletics, Department of Health, Education and Welfare, Office of Education, Washington, D. C.

Safety Educators will be interested in this book because of its safety implications as well as its broad consideration of athletics in the total educational setting. It was issued in February after three years of intensive study.

The report begins on a positive note with a statement of "affirmations." The EPC strongly supports athletics in education as a part of the school's physical education program. The Commission points out the educational values of well-conducted athletics and calls for more and more athletic experiences for all boys and girls.

Among the commission's recommendations of a general administrative concern are:

▸ Programs (of organized games and sports) should be conducted by teachers of the regular school staff and should be under the control of school authorities.

▸ Athletic games . . . should be played with emphasis on fun, physical development, skill, strategy, social experience, and good sportsmanship.

▸ The core of the program at all levels should be athletic instruction and play for all pupils in regular classes in physical education . . . supplemented by games and sports that enlist participants on a voluntary basis.

▸ Boys' interscholastic athletics should be governed by the same authorities that control other parts of the school program, at both local and state levels.

▸ Local school authorities should give consistent support, in letter and in spirit, to the rules and standards developed by the several state high school athletic associations and by similar bodies. They should acquaint members of boards of education, sports writers, and other citizens with these rules and standards; develop community understanding of the reasons for them; and resist pressures for practices that would violate them.

▸ Boards of education should establish policies for financial support of athletics that will free the interscholastic program from dependence upon gate receipts. School and community leaders should make every effort to finance athletics completely out of general school funds at the earliest possible date.

The recommendation on school financing of athletics is a most significant one. The Commission's supporting statements emphasize the possibilities of more adequate health and safety protection along with better control of the educational outcomes when athletics are financed out of general school funds.

Other recommendations with heavy safety overtones include:

▸ Boxing should be taboo at all school levels. Ice hockey and tackle football should not be played below senior high school.

▸ Interscholastic competition should be permitted only in senior high school. There should be no post season championship tournaments or games.

▸ Girls should share equally with boys in facilities, equipment, and funds allocated to athletic activities . . . but girls' athletic activities should not be imitations of those for boys.

PROGRAM PLANNING FOR BUS TRIPS. A guide to safety and play activities in transporting groups of children. By Bernard Warach and Rowena Shoemaker. 32 pages, 60c. Published by the Jewish Association for Neighborhood Centers and Play Schools Association, New York City. Reviewed here by O. P. Richardson, Asst. Dir., Division of Administration and Finance, Department of Education, Alabama, and chairman, School Transportation Committee, N.S.C.

It has long been recognized that school buses can be effectively used to supplement the work of the classroom. However, the degree of effectiveness depends upon the careful planning put into the pupil transportation program. Most books and pamphlets that have been written on pupil transportation have placed little emphasis on the educational opportunities and values to be obtained by pupils through their participation in the transportation program.

In an effort to meet the need for this type of information, the Jewish Association for Neighborhood Centers and the Play Schools Association of New York City have published their manual. The main problems treated in the booklet are:

▸ How can we best ensure the health, safety, and comfort of children on bus trips?

▸ How much bus traveling can younger children be exposed to on a daily basis without creating health hazards?

▸ How can the bus trip contribute to fun, learning and play for the younger child?

▸ Can the bus trip itself become part of a daily creative day camping experience?

This is a practical manual developed from actual experience and knowledge gained from the transportation of children from New York to rural day camps. The manual has many original ideas that can be adapted to any pupil transportation program and is highly recommended as a guide to better program planning for bus trips.

MODERN KITCHEN FOR HOMEMAKING PROGRESS, a newly revised 24-page illustrated booklet for school use, issued by the American Gas Association, New York City.

Prepared by the 1954 Home Service Committee of that Association, the publication features gas equipment. Room arrangements are discussed, plus equipment for teaching food preparation and related subjects in a homemaking program. 15c a copy.

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TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Let's Drive Right:** Literature describes a new text in driver education that focuses on safety. The book concentrates on the development of good attitudes and good judgment behind the wheel, and gives attention to "real-life" driving situations. Scott Foresman & Co.

2. **Rubber Covered Athletic Balls:** Bulletin features rubber covered footballs, basketballs, volley balls, and soccer balls. Illustrations and price lists included. Rawlings Sporting Goods Co.

3. **Bulletin Boards:** Circular illustrates and describes cork back bulletin boards, directory boards, nameplates, announcements and menu boards. Specifications included. A. C. Davenport & Son, Inc.

4. **What Do Children Eat?** In this booklet are presented data on the eating habits of 59,727 children in 38 states and some experiences and observations on improving them. Tables give statistics on types of foods eaten, diet improvements, age levels, etc. General Mills, Inc.

5. **Equipment and Supplies for Early Childhood Education:** This catalog serves the dual purpose of an educational supply source book and as a textbook or practical guide for nursery, kindergarten and primary school play programming. Shown are active play equipment, basic furniture, blocks and block accessories, house and store play, teaching aids, arts and crafts, music and books. Childcraft Equipment Co., Inc.

6. **School Patrol Equipment:** New circular describes and illustrates a complete line of safety patrol equipment. Shown are: Sam Browne belts, arm bands, raincoats, etc. American Badge Co.

SAFETY EDUCATION OCTOBER, 1954

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

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Name.....

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safety in military dormitories . . .

Early in 1953 the office of the Commandant at Agricultural and Mechanical College, College Station, Texas, issued a general order. The effect of the order: to establish a safety officer at battalion, group, wing and regimental staff levels in cadet dormitories.

Under the plan no one particular individual has been appointed safety officer in a company or squadron. Instead the unit commander delegates that responsibility to some junior or senior as a regular part of his work in addition to other duties. Most of the work involves reporting accidents and conducting surveys and inspections.

During the last school year the group appointed, by name, some 15 senior cadets as battalion or group safety officers and three senior cadets as regimental and wing safety officers. There were also approximately 45 cadet officers or non-commissioned officers making inspections and reports in the unit. The safety officer was primarily responsible for his dormitory and the immediately adjacent area. Throughout the year, however, he was asked to be observant of the entire campus and report hazards regardless of where they existed.

After 36 years . . .

Leon O. Smith, Assistant Superintendent of the Omaha Public Schools, retired early in August after 36 years of service to the schools of Nebraska. One of his last official duties was preparation of the annual pupil accident report summary by grades and location of accident. Working for safety right up to the last day, he appended to the report individual comments stressing the importance of the school system using standard student accident report forms for prompt filing of complete and accurate injury reports.

If you'd like to congratulate Leon in person on his 36 years of effort for young people and their safety, look him up at the National Safety Congress. He expects to be present as a delegate for his local safety council.

well taught lesson?

Con Dempsey, former Pittsburgh Pirate and San Francisco Seal pitcher, told his junior high school physical education class at San Francisco last May:

"Knowing how to jump and how to fall is important."

Then Dempsey stepped back, tripped over a mat, fell and broke his arm.

new mother

The love that makes a doll her baby is the beginning of motherhood for a little girl . . . the start of love-giving that will make her strive and fight for the security of those she loves as long as she lives.

Take care of your doll-baby, little girl. It is one of the world's most precious playthings.

The security that springs from love is the very heart of our living. It is a privilege known only in a country such as ours, where men and women are free to work for it.

And when we live up to the privilege of taking care of our own, we also best take care of our country. For the strength of America is in its secure homes all joined in a common security.

Let America's security be found in *your* home!

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This is all you do. Go to your company's pay office, choose the amount you want to save—a couple of dollars a payday, or as much as you wish. That money will be set aside for you before you even draw your pay. And automatically invested in United States Series "E" Savings Bonds which are turned over to you.

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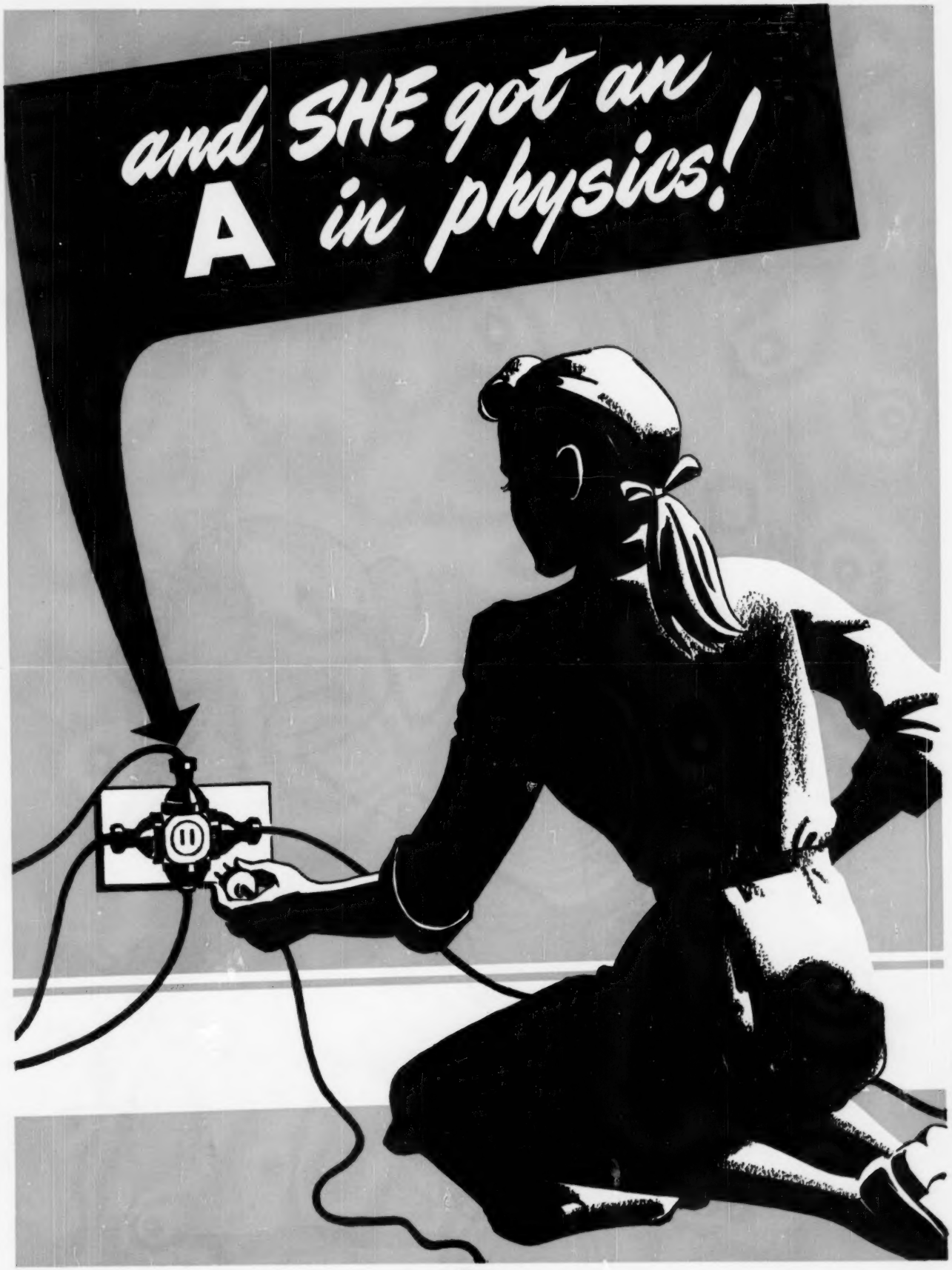

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